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**Trafford Alternative Education Provision**

## **Pupil Premium Strategy Statement**

**2021-2022**

### **Our Mission Statement:**

**Trafford Alternative Education Provision**

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

**Is committed to providing....**

A 21<sup>st</sup> 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 eligible to receive this additional funding and support but are not sure whether the school is aware of this, please speak in confidence to Dawn Brannigan, Pastoral and Attendance Officer.

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
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	£955
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	£2,345

<b>Service children</b>	<b>Pupil premium per pupil</b>
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

<b>Academic Year</b>	2021-2022	<b>PP FSM /Deprivation</b>	18,145	<b>Post LAC</b>	2,345	<b>Total</b>	£20,490
<b>Number of Pupils eligible for PP</b>	20	<b>Date of most recent PP Review</b>	August 2021	<b>Date for next internal review of this strategy</b>	Termly		

<b>Pupil Progress 7/8/9/10</b>	Half termly progress data
<b>Accreditation at Year 11 English</b>	GCSE Results 2021- 22
<b>Accreditation at Year 11 Maths</b>	GCSE Results 2021- 22
<b>Accreditation at Year 11 Science</b>	GCSE Results 2021- 22

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

<b>H</b>	Nationally disadvantaged students are at a higher risk of permanent exclusion
<b>I</b>	Lost Learning time due to COVID
<b>External barriers ( which require action outside of school , such as low attendance rates and non- engagement</b>	
<b>J</b>	Attendance rates of Pupil Premium entitled students are lower than non-Pupil Premium students
<b>K</b>	Lack of student aspiration and lower resilience.
<b>L</b>	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
<b>M</b>	Breakdown of family relationships
<b>O</b>	Teenage Pregnancy
<b>Desired Outcomes</b>	
<b>Success Criteria</b>	
Increase the aspirations of PP students	Strong Careers programme in place. High scores related to Gatsby Benchmarks
Improve the attendance of PP students	Attendance is close to the national PRU average
GCSE and Functional skills passes	100% with above PRU national average non-PA PP achieve passes in English Maths GCSE 1-9 Functional skills Level 1 Maths and English

## Strategy aims for disadvantaged pupils 2021-22

		Target Date
% Grade 4+ in English and Maths	Exceed national PRU Average 4%	July 2022
% Grade 1-9 English and Maths	Exceed national PRU Average 4%	July 2022

### 1. Education Priorities

Objective	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
Dedicated SENDCo Literacy Co-ordinator to provide training for staff and design	<p>Intervention sessions are targeted in Maths, English and Science for all PP learners.</p> <p>National College Training purchased</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	<p>Teaching and Learning quality assurance cycles.</p> <p>Department meetings specifically focusing on PP attainment and progress.</p> <p>Attendance at intervention sessions.</p> <p>Staffing in place for September 2021 Trainee Maths teacher additional SEND TA (supply)</p>

		linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	
To ensure that all students are able to access support, help and learning packages software to support their learning and progress.	My Maths Lexia SENECA	The EEF suggests the digital technology can have a marked impact on outcomes when used to consolidate learning (retrieval) alongside the impact of feedback.	Timetabled Intervention sessions Functional Skills Results All PP have access to digital devices and connectivity

## 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 TAEP	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.	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



	Interventions are in place to support social, emotional & mental health wellbeing: Draw and talk therapy Tutor Trust counselling		SEND meetings to review impact of interventions
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<b>3. Personal Development Strategies</b>			
<b>Objective</b>	<b>How funding will be spent</b>	<b>Rationale</b>	<b>How we will ensure it is implemented/monitored</b>
To provide opportunities of real life circumstances and occasions to explore, experience and discuss aspirations and appropriate progression routes.	Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including FE/post 16 college visits and essential GCSE	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.  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'.	Participation and uptake monitored

		Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.	
Increase confidence, motivation and ambitions for the future.	<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>	To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes	Pupil Premium students invited for careers interviews first and subsequent in house follow-up interviews scheduled.
To celebrate the success of PP learners in line with TAEP Behaviour Policy at weekly assemblies	Provide funding for PP students to take part in half termly reward activities	Using motivational strategies to recognise learning and progress will contribute to increased self-regulation	<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	2000	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  Narrowing the gap to enable reintegration to a mainstream school  Half termly report demonstrates students are making progress
	Early Exam entries Functional Skills	500	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 exams English Maths . Further validation of ability	100% pass rate Level 1 Functional Skills English Maths  hard to reach non- attenders offered Functional skills / opportunity to sit GCSE Eng Math Science
	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

Be hav	Recovery curriculum Science / Maths / English	10000	Students will have accessed a robust recovery curriculum that has sought to reduce gaps in achievement 121 English, Maths and Science GCSE catch up lessons  SENECA purchased  Tutor Trust	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  Assessment and monitoring data indicates progress
	SEND	1800	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 2021- 2022
	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 results 1-9
Be hav	Form Reward Trips	770.40	To celebrate achievement and success	Pupils successfully access trip and	Improved attendance and behaviour

				gained in social skills. Increased self-esteem	
	Uniform	260	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% of PP pupils in full uniform
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	Improved motivation and attendance	Improved mental well being

			Candle and Soap making		
	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 2019-2020

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

Aim	Outcome
<p>TAEP emphasizes feedback through T&amp;L calendar, regular re-visits during CPD and INSET meetings.</p> <p>Quality Assurance via T&amp;L reviews</p> <p>Use of diagnostic information and data to inform interventions</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation</p>