



Determination Respect Engagement Ambition Motivation Success

**Trafford Alternative Education Provision
2025-2026**

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.

This statement details our school's use of student premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail as of 15 th October 2025	Data
Number of students in school	87
Proportion (%) of student premium eligible students	45PP (50FSM)
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023 to 2026
Date this statement was published	October 2025
Date on which it will be reviewed	August 2026
Statement authorised by	<i>Linda H Thompson</i> Head teacher
Student Premium lead	Jacqui Preston Deputy Head teacher Curriculum Standards and Quality assurance
SENDCo	Hannah McMurray
Governor / Trustee lead	<i>Carrie Oultram</i> , lead for Disadvantaged students

Funding overview

PP FSM /Depriv ation	£32,730	Post LAC	£2,630	FSM ever 6	£12,900	Service child adjustm ents		Total	£48,260

Detail	Amount
Student premium funding allocation this academic year	£48,260

NB: PP funding for Dual registered pupils placed at the PRU is maintained by the home school and not TAEP	
Student premium funding carried forward from previous years	0
Total budget for this academic year	£48,260

Part A: Student premium strategy plan

Statement of intent

At TAEP, our mission is to provide equal and inclusive educational opportunities to all our students, including those at risk of exclusion or who have been permanently excluded, those who are missing education (CME), and those who are unable to attend their host school due to mental or physical ill-health. Our school motto, "Dare to Dream," reflects our commitment to supporting our students to achieve their aspirations through personalised education that is flexible, tailored to their needs, and ensures progress. With our guidance and support, we aim to keep education alive in our students' lives and enable them to reach their full potential.

We believe that a disadvantaged student is any student that is at risk of underachieving, and by the very nature of their needs, **all** our students can therefore be considered as disadvantaged and vulnerable. We are committed to ensuring that all our students achieve their full potential and we strive to tackle any barriers to learning regardless of disadvantage that may impact adversely on a student's progress or well-being.

We have a transient population, and our cohort constantly changes with students ending and beginning placements throughout the year, and the average length of placement is two to three terms. Students are taught in phase groups.

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 student's effort and engagement in their education. Barriers to attainment for our students are complex due to their social, emotional, and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, and financial concerns, and health issues are all factors that impact our students' ability to engage in their learning.

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 student with a personalised opportunity to become the best version of themselves and address inequalities in the education of students from low-income families.

We aim to use student premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Pastoral Support
- Employability

- Cultural Capital enrichment, encounters opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged students require it most, targeted support based on a robust diagnostic assessment of need and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We will also support disadvantaged students to develop independent life and social skills and continue to ensure that high-quality, careers guidance and further and higher education guidance is available to all.

Key principles for using the funding:

- The funding is to be ring-fenced at the beginning of the academic year so that it can be shown to benefit targeted disadvantaged students.
- Eligibility for the use of the premium is not confused with low ability, instead, it encourages disadvantaged learners to raise their attainment as high as possible
- Through assessment and monitoring TAEP determine which pupils are underachieving and why, especially in core subjects
- TAEP draws on evidence from its own and others' experience to allocate the funding to the activities that are most likely to have an impact on raising achievement. In some cases, this may be a focus on raising self esteem
- Teaching groups are kept to a teacher: pupil ratio of 1:8 but in addition, support staff are deployed to help learners to raise attainment and learn more acceptable ways to behave
- TAEP has designated a senior leader to have overview of how the funding is allocated and to be able to report on outcomes for pupils
- All teachers and TAs have access to information which show which pupils are eligible for pupil premium, so that they can pay particular attention to accelerating their progress

1. Disadvantaged student barriers to success overview	
A	Behaviour and social communication (self-regulation)
B	Communication and teamwork
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	Prolonged “Learning time “due to post COVID affect affects
External barriers (which require action outside of school, such as low attendance rates and non-engagement	
J	Aattendance 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 fully access an education
M	Breakdown of family relationships
O	Teenage Pregnancy

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional and Mental Health Needs Due to the nature of our provision, many of our pupils struggle socially and emotionally across both services. This is further impacted by the difficulties many experiences with forming relationships with others, and the continued impact of the COVID pandemic. More pupils exhibit trauma and attachment-related issues therefore. Due to the nature of our cohort, this remains an integral part of our provision.
2	Engagement Levels of engagement and participation for disadvantaged/ Pupil Premium students are less favourable than for non-disadvantaged students and can be a barrier to their future success
3	Attendance Our assessments, observations and discussions with students show that disadvantaged students /Pupil Premium student's attendance compared to Non-Pupil Premium students demonstrated that Pupil Premium students are more likely to be absent than their peers. Some Pupil Premium students' attendance levels are below the national PRU average.
4	Aspirations Disadvantaged cohort demonstrate lower levels of aspiration, confidence and resilience than their non-disadvantaged peers
5	Behaviour

	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop deregulation skills
6	<p>Access to Wider Opportunities</p> <p>Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.</p> <p>All disadvantaged pupils attend school trips Cultural Capital and enrichment encounters. Our disadvantaged children need more access to rich, quality experiences that help enhance their learning from first-hand experiences and therefore this should have a positive impact on outcomes, both academically and in relation to their SEMH needs. Staff have reported that pupils have commented on never having gone to the cinema, a museum, a farm, the zoo, a church or to a pantomime, for example. All pupils have the opportunity to attend educational and enrichment visits and have access to visitors that come into the PRU throughout the year. Pupils had opportunities to visit a zoo, a library and a restaurant as well as going shopping for ingredients as part of Food Technology curriculum.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of 2025**, and how we will measure whether they have been achieved. It is significant to note that we have ever changing cohort subsequently the strategy needs to be reviewed annually and updated annually to reflect the needs of our students. However, our core purpose is static and will change in relation ion to narrowing the gap and the promotion of equal access to opportunities

Intended outcome	Success criteria
To prevent the widening of gaps in progress and attainment between pupils entitled to PPF and those who are not entitled to PPF Improved attainment for disadvantaged students in all subjects, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26</p> <p>All disadvantaged pupils make at least expected progress during their time at the PRU from baseline assessments.</p>

<p>Reading and Literacy</p> <p>Disadvantaged students develop a love of reading across the school. Timetabled daily 15 minutes sessions and whole school Wednesday 1.15- 1.45 sessions</p>	<p>Students read books that are suited to their abilities and their age and abilities</p> <p>Increase in reading ages for all students</p> <p>Students regularly engage in reading aloud to peers and adults</p> <p>Targeted students take part in Literacy Trust Game Changers and Empower.</p>
<p>SEMH</p> <p>To support children's SEMH needs by providing them with a range of academic and non-academic experiences to provide equal opportunities. To ensure that SEMH and wellbeing needs of all pupils, and particularly those of disadvantaged pupils, will be supported in class and within the PRU community.</p>	<p>Provide the necessary interventions and act early at the point need is identified. Specific pupils identified for intervention.</p> <p>Pupils are assessed using PASS to screen for potential SEMH needs on entry and referrals to THRIVE intervention prior to reassessment demonstrate distance travelled.</p>
<p>Self-Esteem</p> <p>Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with students and their families. PASS and questioners demonstrate distance travelled</p>
<p>Careers Advice</p> <p>Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged students received a comprehensive career offers.</p> <p>By the end of 2025/26, disadvantaged students are progressing to higher or further education or employment</p>

Activity in this academic year 2025 – 26

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

Intervention	Intention	Outcomes	Impact
Education Priorities	Embedding Formative Assessment (EFA) Programme	To improve teaching quality and pupil engagement through evidence-based formative assessment practice.	Staff consistently use hinge questions, whiteboards, peer/self-assessment and modelling. Lessons are interactive and responsive.
	Open Awards Level 2	To provide accessible, accredited learning that builds employability and transferable skills for disadvantaged and SEND learners.	Pupils complete portfolio-based work focusing on teamwork, problem-solving, communication, and independence.
	Functional Skills English & Maths	To secure accreditation for pupils working below GCSE level and build confidence in literacy and numeracy.	Early entries show positive results with passes achieved in first sittings.
	GCSE English Literature (TMES)	To raise aspiration and extend academic challenge for pupils capable of higher-level qualifications.	Pupils engage positively with literary study and extended writing.

	Vocational Pathways (Hair & Beauty, Childcare, Health & Social Care, Science, Music)	To re-engage learners through hands-on, relevant, and aspirational learning linked to future employment.	Pupils develop practical skills, vocational understanding, and teamwork through Open Awards units.	Significant improvement in attendance, engagement, and self-regulation. Increased number of pupils gaining vocational qualifications.
	Music Room Development (TMES)	To support emotional regulation, confidence, and engagement through creative expression.	TMES pupils access music lessons with drums, guitars, and recording equipment.	Positive pupil feedback and improved emotional wellbeing. Attendance and engagement rise for previously anxious pupils.
	FFT Aspire Tracking & Flightpaths	To ensure robust assessment and data tracking for targeted intervention and progress monitoring.	FFT50 targets used across English, Maths, and Science to identify underachievement early.	Enables timely intervention for disadvantaged pupils; supports leaders in evidencing progress against national benchmarks.
	Cultural Capital Visits (Simply Cycling, Rock Over Climbing, Museums, Park sessions)	To build confidence, resilience, and social skills through enrichment and real-world experiences.	Pupils engage in weekly cultural or physical activity linked to PSHE and careers learning.	Improved self-esteem, teamwork, and engagement. Pupil voice reflects greater aspiration and readiness for life beyond school.
	Neurodiversity in Schools (NDS) and SEND CPD	To develop staff expertise in supporting neurodiverse learners and those with complex SEMH needs.	Regular CPD embedded within Tuesday/Wednesday training; consistent use of scaffolding and visuals in lessons.	Increased inclusion, consistency, and improved outcomes for SEND and Pupil Premium learners.
Behaviour	Form Reward Trips	To celebrate achievement and success	Pupils successfully accessed the trip and gained social skills.	Improved attendance and behaviour

			Increased self-esteem	
	Uniform	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	Use of Local Authority SLA for Educational Psychologist assessments to enable pupils' needs to be more accurately met.	Accurate diagnosis of SEND	EHCP in place Students move on to an appropriate specialist setting
	Cultural Capital Enrichment encounters and teambuilding	To develop pupils understanding of self-awareness teamwork, Respect, Enjoyment, Discipline, and Social Skills Support attendance for students Linett Clough Indoor cycling Bowling Manley Meir Charity Shops Cheadle Candle and Soap-making	Improved motivation and attendance	Improved mental well-being, behaviour and attendance
	Transport – (Distance to TAEP is a concern affecting punctuality)	Support attendance for students getting to TAEP on time via taxis am	Improved attendance and punctuality	Attendance above PRU national average 59.3%

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading training	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p> <p>What works database</p>	2, 6
National College Training	<p>EEF publishes new guidance on professional development EEF (educationendowmentfoundation.org.uk)</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published today by the Education Endowment Foundation (EEF).</p>	1, 2, 5
Purchase of an additional Connexions time	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p> <p>What works database</p>	3, 4, 6

Total budgeted cost: £18,623

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to offer via the school budget the support provided by National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic, a significant proportion of whom will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 4, 5
<p>Additional TA mentoring support nurture through mentoring and food technology</p>	<p>See above</p>	1, 2, 5, 6
<p>Ensure appropriate, individual targeted students are identified and actioned across all curriculum subjects within data meetings</p> <p>-Information, Identification, Intervention and Monitoring of impact/intervention</p> <p>-Specific and tailored in class interventions focused on identified students who are working below expected grade or would benefit from further intervention to increase progress and outcomes</p>	<p>EFF research indicates individualised instruction can be an effective approach to increasing pupil attainment.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Related in class strategies which have been followed include reading comprehension in small groups in class based on need.</p> <p>Additional matched tasks more suited to a student's ability level</p>	1, 2, 5
<p>Continue to provide financial support to enable purchase of revision resources</p>		2, 4, 6

<ul style="list-style-type: none"> -Purchase of key texts <ul style="list-style-type: none"> - Revision guides - Study guides <p>Past examination paper</p>	<p>Internal research unequivocally shows strong positive results from this strategy over the past two years. We provide disadvantaged students with free revision guides to empower their independent study, effectively eliminating barriers to accessing essential learning resources at home.</p>	
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Total budgeted cost: £49,788

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment for PP students with enhanced sensory needs, including autism. . This academic school Year TAEP are members of Trafford Neurodiversity in Schools and the Belong Projects</p>	<p>We have observed that sensory equipment and resources such as, weighted blankets, and additional proprioceptor equipment can be effective at providing support for our students with sensory needs.</p> <p>Autism</p> <p>Sensory rooms can help autistic students with engagement, attention, communication, anxiety, and building relationships with teachers. They can also help students with sensory overload or who</p>	1, 3, 6

	<p>need more stimulation.</p> <p>Trauma</p> <p>Sensory rooms can be part of a school's trauma-informed approach to supporting students who have experienced abuse, neglect, or chronic stress.</p> <p>Self-management</p> <p>Sensory rooms can be a safe space that helps people with distress or symptoms to self-manage and gain a sense of control.</p> <p>Learning</p> <p>Sensory rooms can help students achieve a calmer state for learning.</p>	
Cultural Capital and Enrichment opportunities	<p>Participation in activities can positively impact educational performance when linked to academic targets, and it is valuable for broader curriculum development outcomes. All activities are linked to an AQA certification.</p> <p>AQA Unit Award Schemes offers</p> <p>A 'can do' way to build confidence and make progress it is a powerful motivational tool giving immediate, tangible evidence of each student's personal learning successes and progression. Following it's 'can do' approach, AQA certification celebrates even the smallest achievement.</p> <p>Furthermore students via cultural capital encounters TEP students have the opportunities to gain essential knowledge that they need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement</p>	1, 6
Class Dojo	Capture student achievements via points system and weekly celebration assemble	1, 6

Attendance Action Plan in place targeting PP students		
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Total budgeted cost: £27,645

Part B: Review of the previous academic year

Outcomes for disadvantaged students

TAEP is a short stay school subsequently We have a transient school population analysed the educational performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Year 11 2023-2024	Number of pupils	EHCP	EAL	Low FFT	Total GCSE achieved
PP	28	11	2	10	80
Non-PP	25	4	1	2	112
Grades	Maths	English Language	English Literature	Science Combined	Biology Physics
5	0	1	0	0	0
4	4	3	1	1	1
3	8	8	0	4	2
2	4	5	0	2	6
1	6	4	0	2	4
U	1	0	0	0	0
4 to 9	4	3	1	1	1
1 to 9	22	20	1	9	12

Long stay Year 11 2024-24 data has demonstrated that pupils supported by pupil premium achieved on average FT:

Progress	PP	Non PP
P8	-2.99	-3.42
P8 Eng	-3.2	-2.89
P8 Maths	-1.9	-1.98

LA Progress	PP	Non PP
P8	-2.06	-2.69
P8 Eng	-1.96	-2.89
P8 Maths	-1.09	-2.32

MA Progress	PP	Non PP
P8	-3.29	-3.32
P8 Eng	-3.57	-4.20
P8 Maths	-1.86	-1.77

HA Progress	PP	Non PP
P8	-2.99	-2.69
P8 Eng	-5.00	-2.89
P8 Maths	-3.91	-2.31

It is important to showcase that for LA and MA pupils, PP pupils outperformed non PP pupils. 98.8% of grades awarded to PP pupils were a pass.

Externally provided programmes

Programme	Provider
For our Year 11 cohort, we have continued to commission targeted intervention through Tutor Trust. EEF evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average	Tutor Trust https://www.thetutortrust.org
Our Thrive mental health support worker provides assistance to students on a referral basis, in collaboration with the Senior Leader for Mental Health. Workshops focused on emotional regulation are available for Key Stage 3 (KS3) pupils, and a drop-in service is offered for those who need talking therapy.	Trafford Thrive in Education
City Year is a well-known non-profit organisation focused on supporting students in disadvantaged communities. They work by placing (typically young	City Year

adults) in schools to assist teachers, provide mentorship, and offer academic support to students.

Further information

Additional activity

Pupil Premium Strategy: Additional Activities

Partnership with Connexions for PP Transition Support:

- **Goal:** To provide PP students with a smoother transition into college life by helping them become familiar with the college environment.
- **Activities:**
 - Organising taster sessions where PP students can visit the college, experience different study areas, and meet staff.
 - Providing tailored support during these visits to help students feel more comfortable in the new setting.
 - Offering ongoing support and advice for both students and their families to navigate the transition.
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Enhanced Transition Support for Year 11s Moving to College or Apprenticeships:

- **Goal:** To ensure Year 11 PP students have the support they need to successfully transition to further education or apprenticeships.
- **Activities:**
 - Providing dedicated support sessions to guide students through the application process for colleges or apprenticeships.
 - Facilitating meetings between Year 11 students and potential providers to ensure clear communication of expectations and opportunities.
 - Developing a robust system for transferring vital information between schools, colleges, and apprenticeships to ensure students' needs are met.
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Work-Based Learning Opportunities via In-House Careers Lead:

- **Goal:** To provide students with real-world experience that helps build essential skills and confidence.
- **Activities:**
 - Arranging placements or internships with local businesses and organisations, giving students exposure to different career paths.
 - Offering shadowing or hands-on experience within the school or college itself through in-house partnerships with local employers.
 - Organising careers fairs or workshops where students can meet with industry professionals to discuss opportunities and gain insights into various fields.

Breakdown of costs

PP= 52%

Teaching (for example, CPD, recruitment and retention)

FFT reading quest	£750
Lessons Learned	£738
National College	£847
Primary teaching resources	£332
AQA unit awards	£1,267
White rose	£400
PSHE	£155
Careers	£6,974
Open Awards	£700
Wellbeing support and Equality/ Diversity and Inclusion training	£3,200
Supervision	£16,555
Team Teach	£2,513
Functional Skills	£1,383
Total - £35,814	

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

The Tutor trust	£3,078
N-gage	£1,125
Groundwork	£1,218
Exampro	£660

Education Psychology	£8,000
City year programme	£62,000
NT&AS	£5,024
Fast Forward Vocational (Mechanics)	£10,460
GL Assessments	£3,510
CGP revision guides	£672
Total - £95,747	
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
Skatepark	£3,315
Gym/ Boxing	£3,990
Rock Climbing	£3,672
Simply cycling	£318
Taxi	£17,100
Born2compete	£563
Dance	£1,800
Hair and Beauty	£800
Painting and Decorating	£4,180
Studio	£5,490
Rewards	£3,800
Kickboxing	£2,187
Summer school	£1,200
Uniform	£4,749
Total - £53,164	

