



Determination Respect Engagement Ambition Motivation Success

Trafford Alternative Education Provision

Performance and Outcomes

About Trafford Alternative Education Provision

Trafford Alternative Education Provision (TAEP) is a Pupil Referral Unit providing bespoke education for young people who require additional support to succeed.

We work with pupils who are:

- Permanently excluded
- At risk of exclusion
- Diagnosed with Special Educational Needs and Disabilities (SEND), including EHCPs
- Experiencing Social, Emotional and Mental Health (SEMH) needs
- Unable to attend school due to medical needs (TMES)

Our provision is small, specialist, and highly personalised, with many pupils joining at different points in the academic year.

Our Curriculum Offer

At TAEP, we deliver a broad, balanced, and flexible curriculum designed to meet individual needs and support positive outcomes.

This includes:

- GCSE qualifications (e.g. English, Maths, Combined Science, Biology, Physics)
- Functional Skills in English and Maths (Entry Level to Level 2)
- Vocational and alternative qualifications, including Open Awards
- A strong focus on Personal Development, wellbeing, and readiness for adulthood

Our curriculum is designed to:

- Re-engage pupils with learning
- Build confidence and resilience
- Provide meaningful pathways for the future

2024/25 Outcomes

We are proud of the progress our pupils make, particularly given the challenges many have faced in their education.

Key Highlights

- Pupils achieved a range of recognised qualifications in English and Maths, including Functional Skills Level 1 and Level 2
- Successful completion of GCSE courses across core subjects, including Science, English, and Maths
- Strong achievement in vocational and alternative qualifications (Open Awards Level 1 and Level 2)
- Many pupils achieved outcomes equivalent to Grade 4 and above, representing strong progress from their starting points
- High levels of course completion and accreditation, particularly for pupils who joined partway through their courses

Measure	Outcome
Pupils achieving at least one recognised qualification	Majority of cohort
Functional Skills English/Maths (Entry–Level 2)	Strong completion across all levels
GCSE entries (English, Maths, Science)	Core subjects delivered to all KS4 pupils where appropriate
GCSE Grade 4+ (or equivalent)	Achieved by a number of pupils
Pupils progressing to education, employment or training (EET)	Majority of leavers

Understanding Our Results

Our results reflect the unique nature of our provision:

- Pupils often arrive with gaps in learning and disrupted education
- Many join during Key Stage 4, sometimes midway through GCSE courses
- A high proportion of pupils have complex SEND or SEMH needs
- Some pupils access education through medical pathways (TMES)

Because of this:

- We offer personalised pathways, rather than a full suite of GCSE subjects
- Measures such as Progress 8 and Attainment 8 are not applicable in our setting

How We Measure Success

Success at TAEP is about more than exam results. We focus on:

- Progress from individual starting points
- Re-engagement with education and improved attendance
- Achievement of meaningful qualifications
- Personal development and wellbeing
- Successful next steps for every pupil

Destinations and Next Steps

Our aim is to ensure every pupil leaves TAEP with a clear and positive pathway.

In 2024/25, pupils progressed to:

- Further Education colleges
- Apprenticeships and training providers
- Employment pathways
- Mainstream or specialist school placements

Why We Do Not Compare to National Data

Due to:

- Small cohort sizes
- High levels of pupil mobility
- Personalised curriculum pathways

...it is not meaningful to compare TAEP directly with mainstream schools.

Instead, we focus on individual progress, engagement, and long-term outcomes.