

# Pupil premium strategy statement- Tameside Alternative Provision Academy

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Tameside Alternative Provision Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers 2025-2026	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Governors
Pupil premium lead	SLT
Governor / Trustee lead	Finance Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,150.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,150.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Tameside Alternative Provision Academy is to use pupil premium funding to help us provide all our students with the opportunities to achieve their full potential in a safe and trauma informed environment. Those young people who are disadvantaged will be supported through pupil premium funding to help achieve positive outcomes.

We aim to provide a bespoke and personalised curriculum for all our young people to meet their individual needs and focus on:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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 pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Behaviour for learning
3	Engagement in learning

4	Social, emotional and mental health difficulties
5	Socio- economic disadvantage such as poverty

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve attendance and punctuality	<p>Reduce the average time that children are late</p> <p>Increase the number of children achieving 100% attendance.</p> <p>Reduce the number of holidays taken in term time.</p>
To improve behaviour for learning	<p>Measurable Improvement in Absence for Pupil Premium children whose attendance falls below 60% - evidence by case study.</p> <p>Decrease numbers of children who are Persistently Late or Absent – Able to evidence by case study.</p> <p>Measurable improvement in number of KS4 students re-engaged in education.</p> <p>Improved parental engagement at all tiers of Safeguarding.</p>
To improve engagement in learning	<p>Data will demonstrate improved attendance in lessons.</p> <p>Target students consistently engage in learning.</p> <p>Individual case studies will demonstrate improved attendance and engagement of targeted students.</p>
To reduce the impact of social, emotional and mental health difficulties	<p>Whole school trauma informed approach to be implemented and embedded in whole school ethos and practice.</p> <p>Effective and embedded pastoral support across all key stages.</p> <p>Responses from student voice, annual reviews, measurable impact against targets and outcomes.</p>
To support young people with an engaging and accessible curriculum	<p>Increased attendance and engagement in all subject areas.</p> <p>Vocational and practical options increasing attendance.</p> <p>Increase in academic attainment in KS4.</p>



## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager	Pastoral managers work with specific year groups and as part of a pastoral team working across both TAPA sites. Pastoral managers work closely with parents and carers to support students on and off site. The team work together with teaching staff and professionals in the community to support and identify barriers to learning. Pastoral managers work to support all PP students and families with engagement and attendance.	1,2,3,4,5

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

Budgeted cost: £76,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach - Home Tutor	We have an established team of out-reach home tutors across both sites who work with students, parents and carers to support learning and attendance. We have expanded the out-reach programme by recruiting another full-time member of the team. Home tutors liaise with the DSL and Attendance and Engagement officer to provide learning to identified school refusers or those students who are unable to access learning on site due to safeguarding reasons. In addition, they provide small groups and 1:1 tuition in a safe setting both on and off site in school.	1,2,3,4,5
Alternative Provision	Alternative Provision will be commissioned for some of the students who are the hardest to reach, or whose	1,2,3,4,5

	attendance in school has a negative impact on the attendance and engagement of other students. Heads of Centre will work with the DSL and SENCO to identify appropriate students and provisions. The SENCO will work closely with the AP providers to ensure quality, engagement and positive outcomes.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £45,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
School Meals	A school meal is provided to all students at TAPA daily, regardless of FSM status.	4,5
School Uniform	A set comprising of school hoodie, t-shirt, polo shirt x 2 is issued to each child at TAPA without charge.	4,5
Revision and learning materials	All off site learning students have full sets of revision materials to support home tutoring and home learning	3,4,5

**Total budgeted cost: £167,654**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessment during 2020-2021 indicated that disadvantaged pupils academic and wider outcomes were in general below expectations. Greater impact can be contributed primarily from the affects on the pandemic and COVID 19. This disrupted the teaching in all subject areas and had a hugely negative effect on the mental health and wellbeing of most students. The situation impacted and prevented progression for students to develop their social and communication skills.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*