

Catch22 Education Policy

Pupil Premium Statement

Catch22 Include School Suffolk

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Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	<i>Catch22 Education & Justice</i>
Queries to:	<i>Daryl Bates</i>
Date created:	<i>May 2024</i>
Date of last review:	<i>N/A</i>
Date of next review:	<i>May 2025</i>
Catch22 group, entity, hub:	<i>Eucation</i>

1. What is the policy about?

PUPIL PREMIUM – STATUTORY INFORMATION

Pupil premium is additional funding provided by the Government to enhance the education of

key groups. It is paid to schools for each student who:

- Is recorded as being eligible for Free School Meals as flagged in the previous January's alternative census as eligible for Free School Meals
- Is looked after (LAC)
- Is a Service Child; has a parent serving in the armed forces (SC).

For the Financial Year 2023-24 the school received £24,735

Catch22 Include receive additional pupil premium funding to support the most vulnerable learners that we work with to access a wide range of education and support. All of the learners at Suffolk Include have SEN and we ensure that we provide a wide range of opportunities and experiences for the young people we work with to ensure that there are no barriers to engagement.

High Needs is additional money given to schools to support the raising of achievement for SEN and disadvantaged children, a group recognised nationally as vulnerable to underperformance at school. It is available to schools to support pupils eligible for Free School Meals (FSM), Service Children and those who are Looked After or in Care (LAC).

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of SEN and socially disadvantaged pupils are adequately assessed and addressed.

Aim

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals. We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Objective

At our school, we are committed to delivering a bespoke and ambitious curriculum, tailored to meet the diverse needs of our pupils. We understand that education is not just about imparting knowledge, but about nurturing people, helping them to find their place in the world, and instilling in them a sense of purpose. We offer an engaging learning experience that sparks curiosity and fosters a love of learning, setting a strong foundation for lifelong education. Our dedicated and passionate staff strive to make our school a place where every pupil feels valued, inspired and equipped to pursue their most ambitious dreams

2. Who does this policy apply to?

All school staff; parents/carers; commissioners.

3. Policy Statement

Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate funding to support any pupil, or groups of pupils, legitimately identified as being socially disadvantaged. High Needs funding will be allocated following a needs analysis which will identify the initial barrier to learning. This could be emotional or academic.

Provision

We will spend the allocation in a way that has the biggest, long-term impact for the student. At Catch22 Suffolk we have used the funding in the following ways:

- Specific targeted training on CPD days
- Supporting teaching staff to achieve QTS status
- Part of salaries for Advocates and Pastoral Leads for Pastoral work
- All our work through the high needs funding will be aimed at accelerating progress moving children to at least age-related expectations. Initially this will be in English and Maths and communication skills.

Reporting

It will be the responsibility of the Headteacher and/or a delegated member of staff, to produce regular reports for the Catch22 SLT and Education Board on:

- the progress made towards narrowing the gap, by year group, for SEN and socially disadvantaged pupils.
- an outline of the provision that is made and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Headteacher to ensure that this information is made known to the SLT.

- Catch22 SLT will ensure that this annual statement will be updated each year to show parents how the High Needs funding has been used to address the issue of 'narrowing the gap', for SEN and socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.
- The spending of the High Needs fund will be detailed and published on the Catch22 Suffolk School website and regularly reviewed and updated.

4. Barriers to educational achievements faced by SEN and disadvantaged pupils in this school:

There are several barriers that prevent our High Needs students from reaching their full academic potential. We use their High Needs funding in order to attempt to overcome such barriers. The aspiration is that High Needs students are at no disadvantage, in comparison to our learners.

- In-school barriers (issues to be addressed in school, such as poor oral language skills)
- SEMH needs have an impact on the pupils' ability to engage and learn
- Pupils' inability to manage their own behaviour impacts on the ability of our students to reintegrate and make progress in their learning
- Our SEN pupils come to our school with standardised scores that are lower than non-SEN students
- Individual pupil-specific barriers
- External barriers (issues which need action outside of school, e.g. low attendance rates)
- Our diverse and ever-changing cohort means it is difficult tracking and therefore targeting and spending our SEN money correctly
- Lower attendance of SEN pupils

Achievement Objectives

- To ensure that disadvantaged children achieve as well as all pupils nationally.
- Engage parents and develop strong home school links to support learning and oracy.
- To support the most vulnerable SEN and disadvantaged pupils to achieve their full potential by ensuring access to therapeutic services and enrichment events which develop social and emotional well-being.
- To ensure that attendance of pupils in receipt of High Needs funding is above 92%, with a reduction in the percentage of persistently absent.

What do we use High Needs funding for at Catch22 Suffolk School Include

- Access to bespoke interventions informed by the Boxall Profile and EHCP Targets
- Participation in a nurture group.
- Read, Write Inc phonics programme
- Educational Trips including Shimplings Farm and local communities
- Drawing and Talking training for Advocates

	Receiving	£24,735	PPG 23/24
What's been bought	How much has been spent	--19,654.18	Why
Read Write Inc training and resources	£6,995.78		To ensure learners receive targeted reading intervention
Team teach training	£1,020		To train staff in effective de-escalation and positive behaviour management strategies.

Drawing and Talking Training for advocates	£1,076.40	To enable advocates to use specific planned interventions to benefit our pupils' Social, emotional and mental health
Cost of Boxall online	£390	To assess pupils' social and emotional functioning and wellbeing and to plan and review the support offered. To inform the development of nurture groups
Sensory Pod	£10,1721	Provides a cocooned, safe, haven for pupils, when needed. Proven to continually reduce the frequency and severity of disruptions through pre-emptive usage when stress/anxiety is bubbling or for sensory overload

Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

1. Summary

This EIA is for:	Pupil Premium Statement
EIA completed by:	Headteacher

Date of assessment:	May 2024
Assessment approved by:	Gemma Wall

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Catch22 E-Safety (Education) policy for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age	☐	☒	☐	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability	☐	☒	☐	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/paternity	☐	☒	☐	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave,.
Race (incl. origin, colour and nationality)	☐	☒	☐	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.

Gender and Gender Re-assignment	☐	☒	☐	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation	☐	☒	☐	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
None		