

Catch22 Education Policy

Pupil Premium Policy and Statement

Catch22 Include School Suffolk

Policy Owner:	Catch22 Education
Queries to:	Headteacher, Include Suffolk
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Catch22 group, entity, hub:	Education

2025-26 Pupil Premium Grant received: £51,510

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

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Summary

This policy explains how Catch22 Include School Suffolk uses pupil premium funding to improve the educational outcomes of disadvantaged pupils. It reflects the Department for Education (DfE) conditions of grant for the 2025-26 financial year and the requirement for eligible schools to publish an annual pupil premium strategy statement.

Include Suffolk received £51,510 in pupil premium grant for the 2025-26 financial year. The funding is used as part of a needs-led, evidence-informed approach that prioritises high-quality teaching, targeted academic support and wider strategies that address barriers to attendance, engagement, regulation, communication, wellbeing and successful reintegration.

1. What is the policy about? (Intent)

Pupil premium is additional government funding intended to improve educational outcomes for disadvantaged pupils. The grant must be used to accelerate disadvantaged pupils' progress and raise attainment, contributing to closing the attainment gap between disadvantaged pupils and their peers.

At Include Suffolk, this purpose is understood within the context of specialist primary alternative provision. Many pupils arrive following disrupted education, exclusion or significant periods of reduced engagement. A high proportion have special educational needs and/or an Education, Health and Care Plan (EHCP), alongside social, emotional and mental health (SEMH), communication and interaction, literacy, numeracy, attendance or regulation needs.

Our aim is both academic and developmental: to remove barriers to learning, secure strong progress from individual starting points, rebuild successful engagement with education and increase pupils' readiness for their next stage of education.

Aim

Our vision reflects a passionate commitment to learning and to celebrating the uniqueness of our children as individuals. We believe every child deserves the best People supporting them, a safe, stimulating and inclusive Place to learn, and a clear Purpose: to re-ignite their

love of learning and help them become the very best version of themselves that they can be.

Objectives

- Improve educational outcomes and progress for disadvantaged pupils from their individual starting points.
- Prioritise strong teaching, including literacy, phonics, reading, writing, mathematics, and communication.
- Improve attendance, engagement, and readiness to learn, with particular attention to persistent absence and disrupted prior education.
- Provide targeted, evidence-informed support where assessment identifies additional academic, SEMH, communication or regulation barriers.
- Strengthen relationships with parents/carers, dual-registered schools, commissioners, and other professionals so that support is coherent.
- Support successful transition and reintegration, where appropriate, by developing pupils' independence, regulation, and learning behaviours.

2. Who is the policy for?

This policy applies to all Include Suffolk staff and leaders and is relevant to pupils, parents/carers, commissioners, the Local Advisory Board, Catch22 governance and other professionals involved in supporting pupils.

3. Statutory framework and eligibility

For 2025-26, pupil premium eligibility includes pupils in Reception to Year 11 who are recorded as eligible for free school meals or have been eligible in the previous six years (FSM Ever 6), previously looked-after children (PLAC), and looked-after children (LAC) through local authority arrangements. Service pupil premium (SPP) is paid for eligible service children and has a distinct pastoral purpose.

The 2025-26 per-pupil rates relevant to a primary setting are:

Eligibility	2025-26 rate
FSM Ever 6 - Reception to Year 6	£1,515
Looked-after child (LAC)	£2,630
Previously looked-after child (PLAC)	£2,630
Eligible service child	£350

Pupil premium funding, excluding SPP, must be spent on evidence-informed activities that fall within the DfE 'menu of approaches'. Schools are not required to spend the grant only on individually eligible pupils: whole-class or wider provision may be funded where it is designed to benefit disadvantaged pupils and responds to identified need.

For looked-after children, use of pupil premium plus is determined by the relevant Virtual School Head in consultation with the school and should be linked to the pupil's Personal Education Plan (PEP). For previously looked-after children, the school is responsible for ensuring the funding supports their specific educational needs.

4. Policy principles

- Decisions are driven by assessment of need and barriers, not by assumptions about disadvantage.

- High-quality teaching is the first priority, with targeted and wider strategies added where evidence and school knowledge indicate they are needed.
- Pupil premium complements, but does not replace, the school's duties towards pupils with SEND or the provision specified in an EHCP.
- Funding may benefit a wider group of pupils where this is an effective way to improve outcomes for disadvantaged pupils.
- The school will avoid labelling or stigmatising pupils because of eligibility for pupil premium.
- Leaders will consider value for money, implementation quality, sustainability, and measurable impact when selecting approaches.
- Where an approach is not having the intended impact, leaders will adapt, stop, or replace it rather than continue it solely because funding has been committed.

5. Include Suffolk context and barriers to achievement

Include Suffolk is a specialist primary alternative provision operating across Ipswich, Lowestoft and Bury St Edmunds. The cohort is small, mobile and changes throughout the year. Pupils frequently enter with complex and overlapping needs, which means that national attainment comparisons alone do not provide a sufficient picture of impact. Progress from baseline, engagement, attendance, regulation, communication, reading development and readiness for reintegration are therefore important alongside curriculum attainment.

Common barriers identified through assessment, pupil information, EHCPs, PEPs, Boxall profiling, attendance data and professional discussion include:

- significant gaps in prior learning following disrupted, part-time, or unsuccessful previous placements.
- low reading ages, phonics gaps and difficulties with expressive/receptive language or communication.
- SEMH needs trauma-related responses and difficulties with emotional regulation that affect access to learning.
- SEND, including ADHD, autism, communication and interaction needs and other complex profiles.
- difficulty sustaining attention, accepting support, managing challenge, returning to learning after dysregulation and generalising skills across settings.
- low confidence as a learner and a history of exclusion, rejection, or perceived failure in education.
- attendance and persistent absence, including anxiety-related non-attendance and previous disengagement from school.
- family, safeguarding or social-care factors that can affect consistency, routines, and access to learning.
- limited access to enrichment, wider experiences, or opportunities to practice social and independence skills.
- the need for careful transition planning and effective partnership with dual-registered schools, families, and other agencies.

6. How pupil premium is used at Include Suffolk

Pupil premium expenditure is selected from the DfE menu of approaches and is organised around the evidence-informed three-tier model: high-quality teaching; targeted academic support; and wider strategies. Exact expenditure may vary during the year as the cohort changes and leaders respond to assessed need.

DfE / EEF tier	Include Suffolk examples	Barrier addressed	How impact is checked
High-quality teaching	Read Write Inc and reading resources; structured maths approaches including Numicon; curriculum resources; staff development in adaptive teaching, SEND, communication and behaviour/regulation.	Gaps in literacy/numeracy; disrupted learning; SEND and communication needs; inconsistent access to learning.	Baseline and termly assessment; phonics/reading data; curriculum progress; work scrutiny; lesson/learning reviews; individual targets.
Targeted academic support	Small-group and 1:1 tuition/intervention; targeted phonics/reading, writing, maths and communication work; intervention informed by EHCP and assessment targets.	Specific gaps that are not closing through universal classroom provision alone.	Entry/exit measures; progress against individual targets; reading ages/phonics measures; review of intervention dosage and attendance.
Wider strategies	Advocate/pastoral support; Boxall-informed nurture and SEMH intervention; Drawing and Talking, Talkabout, Lego Therapy, Hamish & Milo or other assessed interventions; regulation resources; attendance work; parent/carer engagement; enrichment and educational visits; transition/reintegration support.	Attendance, regulation, relationships, wellbeing, communication, engagement, confidence, limited enrichment and transition barriers.	Attendance and persistent absence; behaviour/incident patterns; Boxall or other SEMH measures; pupil/parent voice; engagement data; successful transition/reintegration; case review.

Therapeutic and behaviour support

At Include Suffolk, therapeutic and behaviour support is used to increase access to education rather than as an alternative to education. Provision reflects the school's principles of regulation before reasoning, connection before correction and teaching before sanction. Support is linked to the school's expectations - Be Safe, Be Kind and Be Ready to Learn - and to pupils' individual developmental needs.

7. Monitoring, evaluation and accountability

The Headteacher, supported by delegated leaders, is responsible for ensuring that pupil premium is planned, monitored and evaluated. Monitoring will include:

- clear records of pupil premium income, expenditure, and evidence of use.
- analysis of disadvantaged pupils' progress from baseline, including literacy and numeracy outcomes where appropriate.
- attendance and persistent absence, with attention to changes over time and individual patterns.
- engagement, behaviour/regulation, and readiness-to-learn information where these are identified barriers.
- progress against EHCP, PEP, personal support, or intervention targets where relevant.
- evaluation of specific interventions and wider strategies, including whether they are being implemented as intended.
- review of differences in outcomes between disadvantaged and other pupils, while recognising the small and changing nature of the AP cohort.
- scrutiny through Catch22 governance and the Local Advisory Board, including challenge about strategy, expenditure, value for money and impact.

Evaluation will not rely on a single measure. Because pupils may join or leave Include Suffolk at different points in the year, leaders will use individual starting points, length of placement and available evidence to interpret outcomes responsibly.

8. Publication and record-keeping requirements

- Where the school's allocation is based on more than five eligible pupils (excluding pupils eligible only for SPP), an updated pupil premium strategy statement must be published annually.

- The statement must be published on the school website by 31 December each year using the current DfE pupil premium strategy statement template.
- If a multi-year strategy is used, the published statement must still be reviewed and updated annually to show current-year activity and the impact of the previous year's spending.
- The published statement must explain how pupil premium is being spent and the educational outcomes achieved for disadvantaged pupils.
- The school must maintain clear records of pupil premium income and expenditure, including evidence of the use of funds.
- Any pupil premium carried forward must be used in line with the conditions of grant applying in the financial year in which it is spent and accounted for in the relevant strategy statement.

This policy supports, but does not replace, the statutory annual DfE pupil premium strategy statement. The strategy statement is the school's public accountability document and must be maintained separately in the prescribed DfE format.

9. 2025-26 funding statement

Financial year	2025-26
Pupil premium grant received	£51,510
Primary FSM Ever 6 rate	£1,515 per eligible pupil
LAC / PLAC rate	£2,630 per eligible pupil
Service pupil premium rate	£350 per eligible service pupil

The £51,510 allocation is deployed through the school's pupil premium strategy and may contribute to staffing, training, resources, targeted interventions and wider strategies where these meet an identified barrier and fall within the permitted DfE menu of approaches. The annual strategy statement should show the specific planned expenditure and subsequent impact evaluation for the year.

10. Related policies and guidance

- Include Suffolk Behaviour Policy / Therapeutic Behaviour and Teaching Curriculum
- SEND Policy and SEN Information Report
- Attendance Policy
- Safeguarding and Child Protection Policy
- Curriculum, Teaching and Learning / Assessment arrangements
- Equality information and objectives
- DfE: Pupil premium conditions of grant for the 2025-26 financial year
- DfE: Using pupil premium - guidance for school leaders
- DfE: Pupil premium strategy statement template
- Education Endowment Foundation: Guide to the Pupil Premium

Annex 1: Equality Impact Assessment

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

This EIA is for:	Pupil Premium Policy and Statement
EIA completed by:	Headteacher
Date of assessment:	September 2026
Assessment approved by:	To be confirmed through Catch22 governance arrangements

Objectives and intended outcomes

This EIA considers whether the policy may have a positive, neutral or negative impact on pupils and other stakeholders because of protected characteristics. The policy is intended to advance equality of opportunity by directing additional support towards disadvantage and by requiring decisions to be based on assessed educational need rather than stereotypes or assumptions.

Equality area	Impact	Summary
Age	Neutral / positive	Eligibility and provision are applied within the relevant school-age criteria; support is matched to developmental and educational need.
Disability / SEND	Positive	The policy recognises overlapping disadvantage and SEND while making clear that pupil premium does not replace statutory SEND or EHCP provision.
Sex	Neutral	Decisions are based on need and eligibility, not sex.
Race, nationality and ethnic origin	Neutral / positive	Monitoring should identify inequitable patterns and ensure access to support is not restricted by race, nationality or ethnic origin.
Religion or belief	Neutral	The policy applies irrespective of religion or belief.
Gender reassignment	Neutral	The policy applies without discrimination on grounds of gender reassignment.
Sexual orientation	Neutral	The policy applies without discrimination on grounds of sexual orientation.
Pregnancy and maternity	Neutral	Where relevant to a pupil, support and access to education must be considered without discrimination.
Marriage and civil partnership	Neutral	No adverse impact is identified; this characteristic is unlikely to be directly engaged by a primary pupil premium policy.

Negative impacts and mitigations

Potential risk	Mitigation	Owner
Eligible pupils are labelled or stigmatised.	Use needs-led provision, discreet allocation and whole-class approaches where appropriate; avoid public identification of eligibility.	Headteacher / SLT
SEND-related provision is incorrectly charged to pupil premium.	Keep pupil premium distinct from statutory SEND/EHCP duties and record the specific additional barrier and intended outcome.	Headteacher / SENCo / finance
Small-cohort data leads to over-generalised conclusions.	Use individual starting points, placement length and multiple measures; avoid identifying pupils in published information.	Headteacher / SLT