

Catch22 Education Policy

Pupil Premium Statement

Catch22 Include School Norfolk

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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>Jamie Nielsen</i>
Date created:	<i>August 2019</i>
Date of last review:	<i>September 2025</i>
Date of next review:	<i>September 2026</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 2016-17 the school received £59,846

For the Financial Year 2017-18 the school received £12,155

For the Financial Year 2018-19 the school received £20,725

For the Financial Year 2019-20 the school received £57,035

For the Financial Year 2020-21 the school received £55,390

For the Financial Year 2021-22 the school received £60,165

For the Financial Year 2022-23 the school received £63,040

For the Financial Year 2023-24 the school received £63,135

For the Financial Year 2024-25 the school received £51,450

For the Financial Year 2025-26 the school received £81,700

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 Norfolk 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

At Catch22 School Norfolk we are committed to supporting all our students to achieve their personal best and to overcome barriers to learning. For students from groups who are vulnerable to underachievement, we endeavour, where possible, to ensure they meet or exceed their expected progress and attainment and achieve at least as well as their peers. This is so we maximise the life choices that these students have as they move on to the next stage in their development either in returning to Mainstream Education or a positive destination beyond Catch22.

Objective

To identify individual student's barriers to learning and implement interventions that address these needs, enabling students to access learning and make good, accelerated progress within their cohort.

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 Norfolk we have used the funding in the following ways:

- Specific targeted training on CPD days
- Supporting teaching staff to achieve QTS status
- Revision sessions and materials for Year 11 students prior to GCSE exams.
- Part of salaries for Advocates for Pastoral work
- Access to vocational placements, for example Century Training, Open Road and St Edmunds Society.
- 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 was made since the last meeting 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 Norfolk 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 Norfolk School Include

- Access to bespoke interventions such as outdoor education and Sport Leadership qualification.
- Use of a laptop for individualised learning.
- Participation in a nurture group.
- LEXIA Literacy programme / Renaissance
- Educational Trips - Science Museum, Tate Gallery, Design Museum to name a few (these have been affected by Covid in recent years).
- Family and Pupil Support Worker x2
- Maths watch

Receiving		£63,040	PPG 22-23
What's been brought	How much has been spent	-£3,404	Why
Laptops	28000		To enhance our curriculum offer and enhance student experiences with new technology.
Team teach training	10560		To train staff in effective de-escalation and positive behaviour management strategies.
Maths watch	450		To allow students to access maths curriculum within their own homes and within school.
Additional days at vocational placements	20000		Students to access additional days at vocational placement to enable them to obtain an additional qualification.
Staff additional hours, 6 sessions of transition support into the school and out of school	7434		To allow for smoother experience in school and at their next destination.

Receiving		£63,135	PPG 23-24
What's been brought	How much has been spent	-£4,315	Why
Laptops	25000		To enhance our curriculum, offer and enhance student experiences with new technology.
Team teach training	10000		To train staff in effective de-escalation and positive behaviour management strategies.
Maths watch	450		To allow students to access maths curriculum within their own homes and within school.
Lexia	12000		To allow students to access spelling and reading interventions within their own homes and within school.

Additional days at vocational placements	20000	Students to access additional days at vocational placement to enable them to obtain an additional qualification.
Spend	£67,450	

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:	November 2023
Assessment approved by:	Gem

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		