



Catch22 Education Policy

Pupil Premium Statement Version 1.0

Catch22 Include PPP West London

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Policy owner	Jane Reed (Executive Principal)
Queries to be directed to:	Headteacher
Signed	Headteacher
Dated	September 2021

This policy will be reviewed on a biannual basis. Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Date created:	August 2019
Date of last review:	
Date of next review:	August 2022

Education Intent Statement

Catch22's Vision is:

To deliver better social outcomes through transforming public service through the 3Ps:

1. Place- supporting people to find, retain, transition safely into homes and communities
2. Purpose- Working with people to achieve their purpose in education, employment or training
3. People- Building networks of people around individuals

Our Education Mission is:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, and have troubled and challenging backgrounds. We embody our vision in all we do to ensure our young people are supported fully to achieve these goals.

Our Education Intent is to:

Brilliant basics, magic moments

- Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.
- Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development

Relationships beat structures

- Treat pupils as individuals and help them to build bright futures in both their personal and professional lives

Things about you, built with you, are for you

- Understand pupils' unique needs and help them overcome their barriers to learning
- Engage young people with a broad and rich curriculum so they can realise their ambitions
- Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.

Unleash Greatness

- Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.
- Instil belief in pupils so they can progress and succeed in education, training and employment

Let robots be robots and humans be human

- Ensure pupils have a rounded understanding of themselves and the world around them.
- Harness curiosity and nurture a love of learning.
- Support and protect our pupils to be safe and feel safe online and offline.

Incubate, accelerate, amplify

- Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.

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 (CLA)
- Is a Service Child; has a parent serving in the armed forces (SC).

Catch22 Include PPP West London **do not** receive any additional pupil premium funding due to the way that the places are commissioned. All of the learners at PPP West London 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.

At the start of September 2019 PPP West London have been allocated 15 High Needs places and these students come with additional funding. This policy statement document outlines our intent and implementation to support the young people we work with.

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) 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 PPP West London 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 to accelerated progress within their cohort.

2. Who is the policy for?

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 PPP West London we have used the funding in the following ways:

- Access to counselling sessions with a fully qualified counsellor.
- Use of a laptop for individualised learning.
- Participation in a nurture group.
- 1:1 Music Technology course
- Equine Therapy
- Sports Leadership Qualification
- Educational Trips- Science Museum, Tate Gallery, Design Museum to name a few.
- Vocational Courses

Reporting

It will be the responsibility of the head teacher 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 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 head teacher 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 on 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 Catch-22. Include PPP West London 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, as far as we can, 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
- Pupil's 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 outside of school action, eg 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 % of persistently absent.

What do we use high needs funding for at PPP West London?

- Access to counselling sessions with a fully qualified counsellor.
- Use of a laptop for individualised learning.
- Participation in a nurture group.
- 1:1 Music Technology course
- Equine Therapy
- Sports Leadership Qualification
- Educational Trips- Science Museum, Tate Gallery, Design Museum to name a few.
- Vocational Courses

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:	Executive Principal
Date of assessment:	August 2019
Assessment approved by:	Stuart Rutter

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		

