A logo with a cross

Description automatically generated with low confidenceSt John’s Church of England Primary School

*Nurturing Potential within a Christian Ethos*

**Intent**

Leaders and staff aim to fulfil our vision of ‘nurturing potential within a Christian ethos’. We want all pupils, irrespective of background, to make excellent progress both academically and personally, achieving achieve their full potential across the curriculum. Our PP Strategy aims to consider those groups of children who face additional challenges, in particular but not limited to those pupils for whom we receive the PPG. We want them to flourish within our distinct Christian ethos. Our strategy plans to ensure that all disadvantaged pupils, reach their full potential by receiving opportunities and experiences which enhance their life chances, alongside the highest possible academic outcomes.

**Inclusion and Overlapping needs**

At St John’s we understand that disadvantaged pupils are any pupils that are at risk of under achievement, including but not limited to those pupils in receipt of PPG. We also recognise that disadvantaged pupils may need additional consideration to ensure they have the same chances to feel as confident and achieve success as all children across the school. 42% of our Pupil Premium Children also have SEND and may require interventions which are additional to our Ordinary Available Provision. A vital part of our small PP Budget is allocated for an ELSA (Emotional Literacy Support Assistant and for Nessy, (online program for reading and spelling). This support is helpful for children across the school but is particularly helpful for our disadvantaged pupils with SEND. Building Confidence is particularly important for disadvantaged pupils, therefore teachers ensure that these pupils are given essential chances to have roles and responsibilities around school.

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| Provision | Procedure to Access | Availability |
| ELSA – can be individual or small group | Class teacher to discuss with SENCO complete referral form for  N Padula, (trained ELSA).  Where necessary parents are informed at the start of the program but are always informed at the end of the program. | SENCO works with ELSA to arrange and timetable, group, individual support according to priority and time available. |
| Availability of trusted adult to talk to. | Class teacher to discuss with pupil or request familiar TA, ELSA or SENDCO to be available. | At request of pupil, parent or class teacher |
| An adult will check in with child on a Monday / end of day / week | Class teacher to liaise with TA or input from SENDCO if required on Provision Plan. | At class teacher’s / SENDCo’s discretion. |
| Social Stories | Usually required if a neuro-diverse pupil needs training around a specific area connected with appropriate social behaviour. | SENDCO can support with planning a Social Story if required.  GM. |
| Nessy – online program for dyslexic difficulties | Class Teacher to speak to SENDCO, to screen and add pupil if appropriate.  Once added Class Teachers to monitor and ensure TAs have time to carry this intervention out. | Currently Y4 have access to Nessy Fingers.  (considering funding to add Y6)  Individual pupils to have access to Nessy Reading and Spelling. |
| PAT Dog | Class teacher to select pupils from class for a half termly group intervention. | Children who benefit from reading to the dog.  Children who benefit from small group calming session. |
| Play Therapist | SENDCO working with Trainee Play Therapist – selected by PT once anonymous SDQ completed. | Limited to requirements of PT |
| Young Carers | SENDCO to liaise with Young Carers | Currently Limited. |
| Mess Club and Reading Force | Children with parent in Forces | Once a month |
| The right to have work quality marked at least twice in a half term. | Class teacher to ensure PP children are supported to make good progress, through specific consideration and quality marking. | All PP Children |
| Opportunity to be a House Captain, Collective Worship Rep, Pupil Council Rep or hold an additional Whole school role of Responsibility. | The class teacher should ensure that PP pupils are nominated and encouraged to put themselves forward. | Yr 6 Pupils elect these roles. |
| Opportunities to hold Roles of Responsibility within Class. | The Class Teacher should identify opportunities for responsibilities within their class and ensure that PP children are positively included in these roles. | Roles of responsibility should be identified in each class. |
| Opportunity to be a member of a sports team. | Class teacher and sports Co-ordinator to monitor and ensure that PP children are encouraged and supported to take part. | If appropriate for pupil’s interests. |
| Opportunity to take part in sports events. | Class teacher to monitor and ensure that PP children are encouraged and supported to take part. | Frequent opportunities, although parent / child may need assistance with transport arrangements. |
| Opportunity to go on a Residential Trip. | Class teacher to ensure all children have signed up. Flag up any concerns re participation to Inclusion Lead. | Year 5 and Year 6 |
| Opportunity to go on at least one school trip during the school year. | Class teacher to ensure that costs are considered when planning trips. Check that all children have signed up. Flag up any concerns re participation or costs to Inclusion Lead. | Every Year |
| Opportunity to play a musical instrument. | If parents have expressed concern regarding costs. | If appropriate for pupil’s interest. |
| Opportunity to attend a before or after school club. | Class teacher to ensure that all PP children have access to at least one before or after school club, may include outside school activities. | PP Lead to ensure each Year Group has access to at least one free after school club. Where this is not possible, disadvantaged pupil may be invited to lunch time Mess Club |