



Oxfordshire Hub Pupil Premium Vision

2020-2022

Policy Originator	Ally Johns	Monitoring & Evaluation By	Ally Johns
Group Responsible	SSB	Date Approved	Autumn 1 2020
Review Cycle	2 Years	Review Period	Autumn 1 2022

School Vision

We will instil aspiration and high expectations for learning to empower every child to become a successful citizen of the world through excellence in all that we do

DREAM | BELIEVE | ACHIEVE

As a school we believe that all pupils have an entitlement to achieve their maximum potential regardless of their circumstances. We will provide opportunities to break through barriers, increase resilience and ensure that every child in our care is inspired to have aspirations not bound by their societal background. Additionally, inclusivity is at the heart of all we do; as the leadership of the school we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child.

Our school's Pupil Premium vision puts children at the centre of the learning process, this is achieved through our bespoke STEAM curriculum which focuses on developing the skills necessary to work in the high-technology industries of our locality. We are also very keen to ensure the involvement of all stakeholders, including parents. We are aware that our school cannot effectively close learning gaps in isolation. We are determined to engage with families in supporting them and providing the necessary environment from which children can grow and develop.

We are keenly aware that as a school our provision for disadvantage children must be of the highest quality; at the forefront of that effort must be outstanding classroom teaching and learning, without which few disadvantage children would succeed. We therefore firmly believe, as a necessity, that our provision to our disadvantaged children must be first and foremost a whole school approach and provision. Our high-quality teaching offer is dedicated to ensuring every child in the class has not only the opportunity, but the expectation to achieve highly and experience success. Furthermore, this investment in high-quality teaching is manifest in an investment in a senior leadership structure which is designed to ensure a coherent vision and vehicle for the provision of disadvantaged children, through a vast and specialised range of expertise. This expertise can be drawn on and unquestionably compliments the provision of teachers in the whole class learning environment.

In a small number of cases, children experiencing our high-quality teaching offer may be identified as needing additional support to flourish. These children will have a highly tailored support structure through intervention and targeted teaching. This highly focused and specific support will be appropriate for the child and have a clear and measurable outcome. This support will not be indefinite, condemning the children to endless catch up sessions, but a purposeful provision which will close the gap to their peers.

A key whole school approach to supporting all children, including disadvantaged children improve their outcomes, is our unremitting drive to narrow the gap in vocabulary that many children come to school with. This represents the gap between the vocabulary bank children can draw on and the size of the vocabulary bank necessary in order to access the appropriate curriculum material at different stages in the school life. Research shows us that spoken language at 5 years of age impacts on reading comprehension at 15 years of age (Cunningham and Stanovich, 1997). Vocabulary not only affects reading comprehension, it equally impacts on curriculum areas that require specific word knowledge such as mathematics and science. We also know that the 20% of children who experience most disadvantage before school are already a year behind with spoken language by 5 years of age (Roulstone, Law et al 2010). Without high-quality teaching that includes a deliberate focus on oracy, these children fall further and further behind. Therefore, oracy is the golden thread that connects everything in every subject. The ability to speak eloquently, articulate ideas and thoughts, collaborate with peers and have the confidence to express your views are all vital life skills that support success in learning and life in general. We aim to provide a sound foundation for the development of oracy skills, through debate, poetry, class discussions and presentations amongst many others.

'too many students fail to access the reading that is integral to the academic curriculum of the school. In the face of this failure, closing the vocabulary gap between children's personal word-hoarded and the academic vocabulary of a school is a realistic, realisable goal'.¹

Oracy and addressing the vocabulary deficit with quality enrichment work is at the heart of our curriculum. Our whole school approach to vocabulary identification and acquisition includes understanding new words through Word Aware and the vocabulary trees which grow in all of our classrooms. We cement this in a firm foundation of etymology, aware that identifying the roots of words provides an excellent basis from which to identify and utilise subsequent words, thus further supplementing children's vocabulary banks.

Our school is the focused on supporting those most disadvantaged in our school, we want this to be true of every child at our school. We believe our whole school approach combined with highly focused support targeting those who need it, will ensure children leave our school having excelled; having high aspirations for their futures with the necessary skills to achieve them.

¹ Alex Quigley (2018), *Closing the Vocabulary Gap*. Routledge

Recommended Reading List

Bryan, A. (1997) Colourful Semantics: Thematic Role Therapy, in S. Chiat, J. Law & J. Marshall (Eds) Chapter 3.2 Language disorders in Children and Adults: Psycholinguistic approaches to therapy. London.

Bryan, A., Bolderson, S., Coelho, C. & Dosanjih, C. (2007). Colourful Semantics: Application in school settings. Afasic 4th International Symposium: Unlocking speech and language. University of Warwick, UK

John Sweller – Cognitive Load Theory

Alex Quigley – Closing The Vocabulary Gap

Word Aware: Teaching Vocabulary, across the curriculum

Embracing Thrive: A Parent's Guide

Stephen Parsons & Anna Brangan - Jo Boaler -Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching

Leah Kuypers – Zones of Regulation

Paul Dix – When the Adults Change, Everything Changes: Seismic shifts in school behaviour

Jonathan Sharples, Rob Webster and Peter Blatchford - Making Best Use of Teaching Assistants: EEF Guidance Report

Tom Sherrington (2019), *Rosenshine's Principles in action* Catt Educational Ltd