

Dawn House School
Impact of Pupil Premium Funding
Financial Year 2015 - 2016

In the absence of data from local authorities RAISEonLINE report indicates that for the year 2015/2016 57.4% (27) students of compulsory school age were eligible to receive Pupil Premium Funding, of whom 4 are looked after children. RAISE report (2016) indicates the age range of those eligible for FSM was spread across the school with three pupils in the primary department; eight in key stage 3 and sixteen in key stage 4.

This would indicate that the school should have received pupil premium of £26,785 in reality we received £25,142

However because the school only received £6,440 in the year 2014-2015 due to several Local Authorities stating that the allocation was include with the fees. The school strategy for 2015-2016, when planned assumed a similar sum.

The payment of PPF from LAs was erratic across the year with £5,181 being paid to the school in the Autumn Term 2015. At this point the school thought this was the only allocation. However in late March 2016 £19,961 was paid into the school budget.

As the plan for the Pupil Premium Spending; a project on the Acquisition of Academic Vocabulary had already been planned for and was underway it was decided to allocate £2,000 to additional SLT time to complete the project and evaluate impact and carry forward £17,961 to the PPF project for 2016-17.

Pupil Premium Funding Project 2015 -2016 – The Acquisition of Academic Vocabulary:

Total financial allocation £7,181 used for additional SLT hours to undertake the project

Impact Statement –

Acquisition of Academic Vocabulary Initiative

2015-2016

The 'Acquisition of Academic Vocabulary' is a whole school initiative led by the therapy team who have been involved in devising and delivering training to upskill staff around the key principles of phonemic, semantic and multi-sensory teaching to enhance vocabulary knowledge and use.

The therapy input has focused on implementing the key principles alongside making the words visual and raising the profile of the words within the school environment. The therapy team have also drawn on the knowledge of professionals outside of

Dawn House to identify the Makaton signs for the identified core subject concept words.

Over the academic year, the key focus of the vocabulary initiative, was on staff training adopting both teaching and consultative approaches. Training sessions have been delivered at regular intervals through inset days and in twilight sessions.

The teaching sessions have focused on providing staff with activities to enable semantic, phonemic and multi-sensory teaching to take place during lessons. The consultative approach has focused on staff generating concept words for English, Maths and Science with core subject teachers attending additional meetings and engaging in e-mail exchanges with therapists to identify and agree the subject related concept words.

Both quantitative and qualitative baselining was undertaken to identify students' knowledge and use of vocabulary across the primary and secondary departments. The students in F.E. were only assessed using a qualitative measuring tool as they were outside the standardised age range for the quantitative baseline. The qualitative measurement tool measured the impact of the phonemic, semantic and multi-sensory teaching on targeted core subject concept words. The quantitative assessment was used to identify if the implementation of the phonemic, semantic and multi-sensory teaching approaches have impacted on the students overall knowledge of words.

There were 5 core subject concept words identified for English, Maths and Science for KS3 and KS4 students, 5 core subject concept words identified for English and Maths and 10 core subject concept words for Primary Students. These words have been the main focus for therapy input. Some preliminary findings from the reassessment of the qualitative data in primary show that there has been a significant improvement of their word knowledge and use.

The future plans for this initiative are to continue to train and consult with staff, provide visual resources as necessary, identify key targeted vocabulary, make key words more visual around school/F.E. e.g. Word of the Week Display Board.

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