

Pupil premium strategy statement – The Centre School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Centre School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	62% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (2021-2024)
Date this statement was published	September 2021 (reviewed/updated Oct 2022 and Oct 2023)
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Raven
Pupil premium lead	Sue Raven
Local Governance Committee member / Trustee lead	Pri Pinnaduwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,205 (63 pupils) + LAC (Trust allocated: £68,070)
Recovery premium funding allocation this academic year	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,846

Part A: Pupil premium strategy plan

Statement of intent

- *What are our ultimate objectives for disadvantaged pupils?*
- *How does our current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of our strategy plan?*

The Centre School is a SEMH special school providing education for students with EHCP's. The school operates a creative curriculum that offers a balance of learning opportunities inside and outside the classroom. The curriculum aims to:

- produce young people that are successful learners, confident individuals and responsible citizens.
- support a range of accreditation at both key stages in order to ensure that life chances are enhanced for all students.
- promote progression, either within our own 6th form, or with other providers, is a priority for all our pupils, including those in receipt of the pupil premium.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding and disadvantaged, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning, and wider opportunities to make good progress and prepare them for the next stage of life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	All pupils have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils. Some pupils have additional Special Educational Needs (such as Speech Language and Communication Needs, Autism and Attention Deficit Disorder). Children who are Looked After (Children in Care), or those previously Looked After, may experience a number of placements both in their education and in their home life, impacting on the whole pupil academically and emotionally – this impacts on academic outcomes.
2	Experience of disruption to education due to behaviour impacting on continuity of learning.
3	Pupils may have experienced gaps in learning. A large proportion of pupils have experienced suspensions as a result of behavioural incidents leading to disrupted education and attendance. COVID-19 also impacted on the attendance of some pupils in previous years. At Key Stage 4, this had a particular impact on prior learning.
4	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence and effective social interaction.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours</p> <p><i>3 year strategic priority</i></p>	<p><i>For pupils in receipt of the pupil premium:</i></p> <p>Improved Teaching and Learning across the school, leading to improved academic outcomes:</p> <ul style="list-style-type: none"> • <i>Improved English GCSE outcomes (or equivalent) from 31% in 2021 for PP pupils.</i> • <i>Improved Maths GCSE outcomes (or equivalent) from 54% in 2021 for PP pupils.</i> • <i>Improved average number of qualifications from 4.1 qualifications per PP pupil in 2021</i> <p>Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced suspensions (2020/21= +FTE from 31.6%)</p> <p>Update Oct 2023: Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures at the school, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award. With this in mind, in 2023-24, the school will re-focus on improving academic outcomes from the following baselines:</p> <ul style="list-style-type: none"> • <i>Improved Maths Functional Skills Entry Level 3 or higher from 46% to 60%</i> • <i>Improved English Functional Skills Entry Level 3 or higher from 36% to 50%</i> • <i>Maintain the current average number of qualifications of 6.4 per pupil in 2024</i>
<p>2. Low levels of behavioural incidents to ensure continuity of education through access to targeted support</p> <p><i>3 year strategic priority</i></p>	<p>Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in suspensions (2020/21= +FTE from 31.6%)</p>
<p>3. Improved attendance to enable pupils to access more learning</p> <p><i>3 year strategic priority</i></p>	<p>Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils at 85% and/or 2020-21 at 69.4%.</p>
<p>4. For children to develop in independence in preparation for adult life (measured through destination and work placement data)</p> <p><i>3 year strategic priority</i></p>	<p>Access to further education and training evidenced through destination data and access to work placement experiences (Last year due to COVID-19 disruptions, 16 pupils were able to access work placements, of which 5 of these pupils were disadvantaged. However, 100% went on to further education, employment or training)</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,700 (17% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils (Supporting pupils' social, emotional and behavioural needs)</p> <p>For children to develop in independence in preparation for adult life through the extended curriculum and school offer:</p> <ul style="list-style-type: none"> -Access to residential trips and educational experiences (£10k) -Access to work placements (arranged and financially funded) (£4k) -Gatsby (Careers Information and Guidance) – Training and implementation (1k) 	<p>Internal evidence</p> <p>To continue to support pupil's financial access to different educational and work related experiences in order to build resilience, build social interaction skills and in order to prepare them for adult life.</p> <p>In 2020-21, 2021-22 and 2022-23, 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum. The % of Y11 PP pupils able to access work placements in 2021-22 was 58%. This rose to 64% of Y11 PP pupils in 2022-23</p> <p>In 2020-21, 100% PP pupils went on to access further education employment or training (this was in line with Non-PP pupils). In 2021-22, this figure was 92% for PP pupils and 90% for non-PP pupils (with 1 PP NEET pupil). In 2022-23, 73% Y11 PP pupils went on to further education, employment or training (with 3 NEET PP pupils at 27%). It is important to note that of the 2022-23 Y11 cohort, 45% of PP cohort started in Y9 or after.</p> <p>External evidence</p> <p>Scholarworks demonstrates the importance of life experiences on later life (through the eyes of teaching). In line with the research, providing pupils with access to a full range of educational experiences can be beneficial.</p> <p>Careers Advice and Guidance will continue next year, with the Gatsby criteria being met through Basic Skills intervention sessions. Strong careers information, advice and Guidance as well as educational experiences are also listed in the top approaches for disadvantaged pupils. For more information about Gatsby Benchmarks - https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks</p>	<p>1 (supporting 4)</p>
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils inc. Mentoring and coaching</p>	<p>Internal and external evidence</p> <p>In 2020-21 at KS4, 31% of PP pupils attained an English GCSE (or equivalent) compared to 14% for non-PP pupils – demonstrating that there is not a disproportionate relationship between the outcomes of PP and Non-PP pupils. Internal monitoring demonstrated that teachers were able to deliver lessons at the Astrea Standard.</p> <p>However, the gap widened in 2021-22, with 8% PP pupils attained a GCSE in Maths (or equivalent) compared to 50% for non-PP pupils.</p>	<p>1</p>

<p>Improved access to personalised learning opportunities through the development of teaching and learning in English (& Maths from 2022-23) – leading to improved academic outcomes and/or learning behaviours. By:</p> <ul style="list-style-type: none"> -Monitoring and coaching – inc’ use of external consultant; -Training; -Intervention and the consistent use of targeted resources (£5700) <p>Additional Focus from 2022-23: Improving provision in Mathematics as well as English</p> <p>Oct 23 update: It is important to note that additional staffing to provide targeted pupil support in lessons (sourced through other funding streams)</p>	<p>25% of PP pupils attained an English GCSE (or equivalent) compared to 60% for non-PP pupils.</p> <p>In 2022-23, 0% PP pupils attained a GCSE in Maths (or equivalent) compared to 29% for non-PP pupils. 9% of PP pupils attained an English GCSE (or equivalent) compared to 29% for non-PP pupils.</p> <p>Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award.</p> <p>To further develop the quality of teaching and learning in English, focused training and development has been provided by an external/Astrea consultant. To develop provision in Maths and English, regular staff training and curriculum team reviews are in place to explore pedagogical delivery and curriculum planning. National Tutoring programme is also in use within the school. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>The school is aware that pupils are entering the school with significantly lower reading and vocabulary skills, requiring increased levels of reading support. For example, in 2022-23, 58% PP pupils were baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 10% for Non-PP.</p> <p>In the academic year 2023-24, the low reading ages on entry continued with 46% PP pupils baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 14% for Non-PP.</p> <p>Moving forward, reading interventions will continue and the school will continue to develop the consistency of delivery/ teaching and learning in English. For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,776 (49% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <p>Improved access to personalised learning opportunities– leading to improved academic</p>	<p>Internal evidence</p> <p>In 2020-21, the reading intervention had a positive impact on both reading ages and spelling ages (see impact data in review), especially for pupils at KS4 where gaps on entry were larger. For example, in Y11 last year, those pupils receiving intervention for reading made on average 3.7 months progress on every month that passed. Those receiving intervention for spelling made on average 1.8 months progress for every month that passed.</p>	<p>1</p>

<p>outcomes in reading and spelling through the delivery of a targeted intervention for pupils with a low reading age using specialised resources (£8k)</p> <p>Additional staffing / capacity to support the robust delivery of reading interventions supported by the Recovery Premium (£34,776)</p>	<p>Similarly, in 2021-22, the reading intervention continued to have a positive impact with progress for students averaging 1.8 months progress in reading/spelling age assessments per month on the programme. This average increased to 2.6 months progress per month on the programme for pupils in year 9.</p> <p>Again, in 2022-23, the reading intervention continued to have a positive impact with progress for students averaging 2.4 months progress in reading/spelling age assessments per month on the programme.</p> <p>External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Improved access to personalised learning opportunities and an extended curriculum—leading to improved academic outcomes and/or learning behaviours: -Music Therapy (£8k - part funding) -Personalised learning opportunities</p> <ul style="list-style-type: none"> • Horse Riding, £2k (4 pupils); • Football, £3k; • Fishing coaching, £5k. 	<p>Internal evidence As a result of intervention, pupils accessing Music Therapy improved their:</p> <ul style="list-style-type: none"> • Musicality • Self-Knowledge and Self-worth • Self-acceptance and resilience • Emotional awareness • Behaviour • Social skills • Learning skills <p>In 2020/21, 31.6% PP pupils experienced 1 or more Fixed Term Exclusion (1+FTE) – a reduction compared to 44.3% PP pupils at week 24 of the previous year (when the COVID pandemic started). This is compared to 25% 1+FTE for non-PP pupils in 2020/21.</p> <p>In 2022-23, 29.9% of PP pupils had 1+FTE compared to 11.2% Non-PP. This demonstrated a reduction in suspensions from the previous years for PP pupils (42% in 2021-22; 31.6% on 2020-21; and 44.3% at week 24 of 2019-2020 when the COVID pandemic started).</p> <p>External evidence Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, The Genius of Natural Childhood.</p> <p>Research base demonstrating positive effect of equine therapy on interaction.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p>	<p>1 (supporting 2)</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43k (35% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Targeted support to secure low levels of behavioural incidents to ensure continuity of education through access, including individual 1:1 support from outside agencies:</p> <ul style="list-style-type: none"> - (£30k) from Bain & Dahle - (£13k matched top-up funding) UQT 1:1 targeted tutoring 	<p>Internal evidence</p> <p>In 2021-22, the pupils attending saw a positive impact / reduction in behavioural incidents. As a result of the support, one pupil made a successful transition back in to full time education (special school) and the other was able to continue within education at the specialist support. Pupils have also enhanced their social communication and relationship skills both in and out of school as reported by parents.</p> <p>External evidence</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	<p>2 (supporting 3)</p>
<p>Supporting attendance</p> <p>Improved attendance to enable pupils to access more learning through transport provision and staggered start times for specific pupils through dedicated adapted 1:1 additional transport (£10k)</p>	<p>Internal evidence</p> <p>At the end of 2020/21, PP attendance was 69.4% and non-PP attendance was 80.7%.</p> <p>At the end of 2021/22, PP attendance was 77.7% and non-PP attendance was 73.8%.</p> <p>At the end of 2022/23, PP attendance was 72.5% and non-PP attendance was 78.6%.</p> <p>There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.</p> <p>External evidence</p> <p>To support disadvantaged pupils and their families with transport provision where possible and needed to enable pupils (and their parents / carers) to access a range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report Pupil Premium – How schools are spending the funding</p> <p>As a school, we also believe that a strong approach to attendance includes: setting clear routines and expectations within the learning environment; providing an engaging curriculum; and ensuring that pupils feel safe.</p> <p>In school, relevant leaders meet weekly to explore any pupil barriers to attendance, safeguarding and learning. At a more strategic level, attendance data is analysed, actioned and presented to the Local Governance Committee through the Principals report.</p>	<p>3</p>

Total budgeted cost: £124,476

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year – allocated funds (not including LAC = £53,535) and 2022-23 (£60,528 not including LAC, but including Recovery Premium)

Review of progress towards Intended 3-Year Outcome 1:

Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours

Improved Teaching and Learning across the school, leading to improved academic outcomes:

- *Improved English GCSE outcomes (or equivalent) from 31% in 2021 for PP pupils.*
- *Improved Maths GCSE outcomes (or equivalent) from 54% in 2021 for PP pupils.*
- *Improved average number of qualifications from 4.1 qualifications per PP pupil in 2021*

Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced exclusions/suspensions (2020/21= +FTE from 31.6%)

NOTE: The Y11 cohort consisted of 22 pupils, of which 12 were pupil premium (representing a small cohort). As all pupils and cohorts have SEMH and varying needs, case studies have been completed for a selection of PP pupils to explore provision.

In 2022, at the end of KS4, 8% PP pupils attained a GCSE in Maths (or equivalent) compared to 50% for non-PP pupils. 25% of PP pupils attained an English GCSE (or equivalent) compared to 60% for non-PP pupils. In 2023, at the end of KS4, 0% PP pupils attained a GCSE in Maths (or equivalent) compared to 29% for non-PP pupils. 9% of PP pupils attained an English GCSE (or equivalent) compared to 29% for non-PP pupils.

In 2022, disadvantaged/PP pupils had 4.1 qualifications per pupil compared to 6.2 qualifications per Non- PP pupils. In 2023, disadvantaged/PP pupils had 6.4 qualifications per pupil compared to 5 qualifications per Non- PP pupils.

In 2022, at entry level 3 English (or higher), 50% PP pupils attained, compared to 70% in the previous year. In 2022, at entry level 3 Maths (or higher), 58% PP pupils attained, compared to 60% in the previous year. In 2023, at entry level 3 English (or higher), 36% PP pupils attained, compared to 50% in the previous year. In 2023, at entry level 3 Maths (or higher), 46% PP pupils attained, compared to 58% in the previous year.

In 2022, the data demonstrated the need for continued focus on addressing the gaps in learning for disadvantaged pupils. However, the school was also able to evidence that 58% PP pupils are baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 10% for Non-PP. Again, in 2023, the data demonstrated the need for continued focus on addressing the gaps in learning for disadvantaged pupils. However, the school is also able to evidence that 46% PP pupils are baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 14% for Non-PP. 45% of PP students started at The Centre School in year 9 or after.

In 2022, in relation to the specific pupils regularly accessing the group Reading Intervention, data analysis shows that of the 26 pupils that received intervention, for every month students attended, they made on average 1.8 months' progress in reading and /or spelling. In 2023, in relation to the specific pupils regularly accessing the group Reading Intervention, data analysis shows that of the 29 pupils that received intervention, for every month students attended, they made on average 2.4 months' progress in reading and /or spelling. Demonstrating that gaps in reading and spelling are narrowing for pupils accessing the reading intervention. Targeted support in reading and spelling will continue next academic year to target the low reading ages on entry.

In 2022, in Maths, a new assessment system was been introduced to develop teaching and learning. Maths was also added as a strategic objective to the 3-year PP strategy. In 2023, regular staff training and curriculum team reviews are in place to explore pedagogical delivery and curriculum planning.

In addition to the strategic plan mapped out in the strategy, additional resources were allocated to the school to support the introduction of subject-specific vocabulary as well as academic vocabulary. Most subject areas have now developed and implemented subject specific vocabulary.

Update Oct 2023: Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures at the school, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award. With this in mind, in 2023-24, the school will re-focus on improving academic outcomes from the following baselines:

- **Improved Maths Functional Skills Entry Level 3 or higher from 46% to 60%**
- **Improved English Functional Skills Entry Level 3 or higher from 36% to 50%**
- **Maintain the current average number of qualifications of 6.4 per pupil in 2024**

Review of progress towards Intended 3-Year Outcome 2:

Low levels of behavioural incidents to ensure continuity of education through access to targeted support.

- **Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in suspensions (2020/21= +FTE from 31.6%)**

2022 Update: In relation to reduced suspensions, 42% of PP pupils had 1+FTE compared to 27% Non-PP. This demonstrated an increase in suspensions from the previous year for PP pupils (31.6% in 2020-21) but a reduction compared to 44.3% PP pupils at week 24 of 2019-2020 (when the COVID pandemic started). There will be a continued focus on supporting positive learning behaviours (and therefore reducing suspensions moving forward)

2023 Update: In 2022-23, 29.9% of PP pupils had 1+FTE compared to 11.2% Non-PP. This demonstrated a reduction in suspensions from the previous years for PP pupils (42% in 2021-22; 31.6% on 2020-21; and 44.3% at week 24 of 2019-2020 when the COVID pandemic started).

Review of progress towards Intended 3-Year Outcome 3:

Improved attendance to enable pupils to access more learning

- **Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils at 85% and/or 2020-21 at 69.4%.**

At the end of 2020/21, PP attendance was 69.4% and non-PP attendance was 80.7%.

At the end of 2021/22, PP attendance was 77.7% and non-PP attendance was 73.8%. There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

At the end of 2022/23, PP attendance was 72.5% and non-PP attendance was 78.6%. There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

Review of progress towards Intended 3-Year Outcome 4:

For children to develop in independence in preparation for adult life (measured through destination and work placement data)

- **Access to further education and training evidenced through destination data and access to work placement experiences, 16 pupils were able to access work placements, of which 5 of these pupils were disadvantaged. However, 100% went on to further education, employment or training)**

In year 11 2021-22, the numbers of pupils able to access work placements was 58% for PP pupils, compared to 24% for non-PP pupils.

In year 11 2022-23, the numbers of pupils able to access work placements was 64% for PP pupils, compared to 29% for non-PP pupils. There were 51 placements that 41 pupils were able to access, of which 29 of these pupils were disadvantaged. (64% went on to further education, employment or training)

In 2022 and 2023, 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum.

In 2021-22, 92% PP pupils went on to access further education employment or training (with one NEET PP pupil at 8%). This is in line with Non-PP pupils, where 90% went on the access further education, employment or training (with one NEET non-PP pupil at 10%). Work towards improving pupil independence continue in the following year.

In 2022-23, 73% PP pupils went on to access further education employment or training (with 3 NEET PP pupils). Compared with Non-PP pupils, where 57% went on the access further education, employment or training (with 4 NEET non-PP pupils). 86% of Non-PP students started at TCS in year 10 or after, 45% of PP students started in year 9 or after. Work towards improving pupil independence will continue in the following year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	One Service Pupil Premium funding commenced - actions included as part of overall PP Strategy (including Reading / Spelling intervention)

Further Information

In addition to the strategic plan mapped out in the strategy, additional resource has been allocated to the school to support the introduction of subject-specific vocabulary as well as academic vocabulary