

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Redhill Primary Academy
Number of pupils in school	417 (exc nursery)
Proportion (%) of pupil premium eligible pupils	9% or 48 pupils: 4 Pupil Premium Plus funding, 37 Pupil Premium funding and 7 Service Pupil Premium funding.
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Claire Whiting
Pupil premium lead	Lydia Cartwright
Governor / Trustee lead	Duncan Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years	£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	£97,823.11

Part A: Pupil premium strategy plan

Statement of intent

At Redhill Primary Academy pupils learn to be a 'valued me'. This vision is lived and breathed across all aspects of school life. All pupils thrive both academically as well as personally and socially. Pupils learn an impressive range of subjects in depth.

Outstanding Ofsted Report June 2024

Leaders advocate a broader definition of disadvantage: pupils who are vulnerable (or at risk of becoming so) are identified at the beginning of each academic year and 'watch children' are identified. Inclusion sits at the heart of the culture and ethos of the school: it forms part of induction for new staff. There is a significant overlap between PP and SEND: this impacts on overall internal attainment data however progress data is reported by leaders as being excellent.

A number of approaches identified within the PP strategy for 2024-2025 will remain for 2025-2026. Of significant impact for pupils' social and emotional needs has been the role of the pastoral mentor who supports vulnerable pupils. Assessments at the beginning and end of twelve-week programmes are supported by interventions, therapies and support for classroom staff.

Pupil Progress meetings are used to identify pupils who require additional interventions to meet age-related standards and greater depth standards (i.e. targeting for combined GDS). Identifying pupils and ensuring equitable provision within classrooms remains a key priority for all staff at Redhill Primary Academy: children are tracked from the EYFS onwards to ensure that attainment and progress journeys are reviewed regularly.

Noted in our LA Audit of Pupil Premium in November 2022

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

- Ensuring 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.
- When 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 reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Safeguarding staff professional development that is frequent and high quality. on effective use of the Pupil Premium Grant and related strategies. Use research-based materials for example RADY and EEF.
- Guaranteeing team leaders and subject leaders have adequate release time in order to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Use a collaborative coaching model, for staff to learn from best practice in schools.
- Identify and track the progress of PPG pupils with precision and regular review.
- Embed PPG-first thinking into all learning walks, lesson observations, and book scrutinies.
- Providing a non-classed based SENDco for three days a week who can oversee the mental health and well-being provision and offer additional intervention to those in need, both through a mental health and well-being provision and an academic provision.
- Employ a pastoral mentor for three days a week whereby they can deliver specific therapeutic interventions to those who we have identified as needing this provision.
- Monitoring the children's champions project in place for most vulnerable pupils.
- Allocate a teaching assistant to target year groups - providing small group work focussed on overcoming gaps in learning during afternoon sessions.
- Providing training and purchasing high quality interventions.
- 1-1 support for those pupils who would benefit.
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve beyond age related expectations.
- Engage our vulnerable pupils in the range of opportunities open to the rest of the pupils in school by offering free extra-curricular after school club places.
- Support payment for in-school activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school club.
- Subscribe to a plethora of online resources to support the delivery of first quality teaching and to support learning at home.
- Purchase resources for those children in receipt of pupil premium funding e.g. SATs revision books etc.
- Investment into additional technology so all children have access to individual devices, including at home when needed.
- Investment in play equipment to support developing social interactions on the playground and to have enough equipment for individuals to play with.
- Strengthen parental engagement and pupil voice for PPG cohorts.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for DA pupils across the school in reading, writing, maths and GPS.
2	Attainment gap in DA children achieving greater depth at KS2 particularly in reading, maths and GPS.
3	DA pupils tend to have lower attainment on entry.
4	Poor speech, language and communication skills for those pupils joining us in EYFS.
5	Home learning environment – parental engagement and support from home.
6	Mobility factors – children from other settings who are eligible for PP join us often lower than the expectations of their peers.
7	Attendance of some DA pupils is below what we would expect and impacting upon their learning.
8	Many DA children have also been identified as having SEN, thus increasing their vulnerability.

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
Progress in Reading	Achieve national average progress scores in KS2 reading
Progress in Writing	Achieve national average progress scores in KS2 writing
Progress in Mathematics	Achieve national average progress scores in KS2 maths
Greater Depth in reading, maths and GPS	Achieve national average for greater depth reading, maths and GPS.
Other	Ensure attendance of disadvantaged pupils is above 95% Pupils access a wide range of enrichment experiences both in and out of school

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: £42,777.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SDP priority - The school to have appropriate systems in place to prioritise the needs of the disadvantaged pupils – develop a PPQ first strategy, ensuring that questioning and assessment targets PP pupils first.</i> <i>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i> <i>(Costs of external CPD, subscriptions, cost for non-teaching head of school to deliver TA and staff CPD programme and monitor provision of DA learners, SENDCo to deliver high-quality CPD and monitor provision:</i> <i>External CPD</i> £15,444.06 <i>Subscriptions</i> £6,686.86	Sutton Trust – quality first teaching has direct impact on student outcomes. EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. EEF Improving Literacy in KS1 and KS2 - Developing language, reading fluency and comprehension, transcription and composition through modelling and extensive practise. EEF Special Educational Needs in Mainstream Schools - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role. EEF Effective professional development - Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	1, 2, 3, 4, 5, 9

<i>Non-teaching HoS 5% equivalent FTE £3,800)</i> <i>Non-teaching SENDco 10% FTE £5,273)</i>	EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice. We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge. We will continue with subscriptions to different subject associations and online learning platforms to support planning for high-quality teaching and learning. Delivery of CPD for TAs remains a priority with weekly meetings.	
<i>SDP priority – Senior leaders to cultivate a supportive professional culture where staff thrive through collaborative coaching and ongoing professional learning, by embedding effective pedagogical approaches, using formative assessment strategies, and prioritising the development of long-term learning retention, to ensure that every pupil makes exceptional progress, particularly in core subjects.</i> <i>Coaching programme allowing team leaders/subject leaders to be released to support less experienced members of staff.</i> <i>(T: Phonics, reading fluency, mathematical fluency and mastery of number in KS1)</i> <i>(Costs of release for teachers twice per half term, subject leaders in</i>	EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. EEF Effective professional development - Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will support the coaching programme. TA CPD continues to be a high priority in school and weekly meetings support their on-going development.	1, 2, 3, 4, 5 and 9

<i>maths and English four times per half term and team leaders weekly = £11,373.77)</i>		
<i>All DA pupils incl. LAC benefit from greater developed independent learning skills.</i>	EEF Metacognition and Self-regulated Learning Guidance Report 2018 - Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. There will be CPD opportunities planned into our agenda around self and peer assessment and metacognition.	1, 2, 3, 4, 5, 6, 7, 8 and 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,360.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention plans in each year group through assembly times using teachers, lunchtime reading, and afternoon interventions delivered by teaching assistants including the implementation of ELSEC in nursery, reception and year 1</i> <i>Teachers: £21,168</i> <i>TAs: £12,832.77</i>	EEF Teaching and Learning Toolkit (+4 months impact) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 1, 2, 3 and 4 needs support in reading, writing and maths (very small cohorts in Year 4). Year 5 need support in writing (very small cohort). Year 3 cohort contain the largest proportion of DA children (11 children) with year 6 having the smallest proportion (4 children) this academic year.	1, 2, 3, 4, 5, 6 and 9
<i>School Led Tutoring</i>	EEF Teaching and Learning Toolkit (+4 months impact)	1, 2, 3, 5 and 9

<i>Focus on Y6 pupils 1:6 2 x week, spring and summer term = £359.40</i>	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. From our experiences, we have identified that tutoring is most effective when it is outside of school hours, there is clear communication between staff, there are clear links to classroom work, there is high quality teaching and specific targeted groups. Therefore, even though the National Tutoring Programme has now ceased, we have decided to continue with tutoring in Y6. <i>Targeted sessions in maths and English have contributed to excellent outcomes at KS2 for both PP and non-PP pupils. School's evaluation of the NTP at the end of the first teaching 'block' demonstrated that the programme worked most successfully during sessions for pupils that were additional to the school day (either before or after school), that were delivered by class teachers and tutors who worked closely together – ensuring that links to learning content could be made explicit for pupils during lessons. Pre-teaching models were implemented as appropriate e.g. introduction of new and/or subject-specific vocabulary. Where ability ranges were minimised and specific needs were broadly similar, pupils were enabled to have full access: this model will be retained for the academic year 2022-2023.</i> Noted in our LA Audit of Pupil Premium in November 2022.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,685.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support for those children who have barriers to learning due their emotional well-being</i> (Cost of pastoral mentor 3 days a week x 39 weeks £10,131)	EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact) <i>For disadvantaged pupils at KS2 who vulnerable, equitable approaches are ensured in relation to transition of information with secondary settings. Redhill Values are placed at the centre of pupil development: pupils who are disadvantaged and require additional support with demonstrating these are prioritised upon entry into school. A half-termly focus value is identified: these skills are promoted as highly as academic attainment foci. The introduction of the Pembrokeshire Sunshine Room provides a safe space for pupils to access emotional support.</i> Noted in our LA Audit of Pupil Premium in November 2022.	8 and 9
<i>Attendance is above national average and above 95% for all DA children incl. LAC</i> (Cost to subsidise breakfast club - £15.75 a week per pupil, three children currently accessing = £15.75 x 3 x 39 weeks = £1,842.75.)	Attendance data - Pupils are in school on time each day and ready to learn. <i>School target families who require support relating to attendance: specific issues at school-level relate to persistent absenteeism as a result of extended absences for holidays taken in term time. The PP lead meets with teaching staff to discuss key pupils and maintain an open dialogue relating to the links between attendance and achievement. Families are intervened with early help and letters are sent out in-line with school policy; first day response procedures are in place for key children with evidence to support authorised absences being requested as appropriate.</i> Noted in our LA Audit of Pupil Premium in November 2022.	1, 2, 3, 4, 5 and 8
<i>Investment into additional technology</i>	To provide enough devices for children to use on a 1:1 basis. Provide laptops for DA pupils who do not have access to one at home.	8 and 9

<i>(Cost for devices £4,500)</i>		
<i>Cultural capital experiences promoted in the curriculum</i> <i>Subsidised after school clubs for PP</i> <i>Subsidised cost of trips for PP</i> <i>Subsidised residential trip costs for PP</i> <i>Sports events promoted to PP are encouraged to attend</i> <i>Outdoor learning encouraged</i> <i>(Cost of subsidised clubs, trips and residential = £193.50 clubs, £1,290 trips, £2,728 residential = £4,211.50)</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.	1, 2, 3, 4 and 5

Total budgeted cost: £97,823.11 (Note that this is far exceeding our allocated funding of £51,510)

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 2023 to 2024 academic year.

Data from summer term '25

Disadvantaged children continue to be a focus across school for all staff. It is difficult to consider data in each year group as the number in each sample is relatively small, therefore meaning each child is worth a large percentage. In the academic year 2024-2025, we had 51 children considered to be disadvantaged across the whole school. It is worth noting that 20 of our disadvantaged children also had identified SEN needs, including 2 with EHCPs, adding to their vulnerability.

In reading, 56% are working at age-related expectations (ARE) and 11% are working at greater depth (GDS) across the whole school. This compares to 80% of children at ARE overall. However, all of our disadvantaged children are making at least good progress, with 98% making at least expected progress over time and 30% making better than expected progress.

In writing, 39% are working at ARE and 6% are working at GDS across the whole school. This compares to 93% of children at ARE overall. However, nearly all of our disadvantaged children are making good progress, with 93% making at least expected progress over time and 15% making better than expected progress.

In maths, 54% are working at ARE and 11% are working at GDS across the whole school. This compares to 83% of children at ARE overall. However, nearly all of our disadvantaged children are making good progress, with 94% making at least expected progress over time and 26% making better than expected progress.

In GPS, 41% are working at ARE and 11% are working at GDS across the whole school. This compares to 96% of children at ARE overall. However, nearly all of our disadvantaged children are making good progress, with 94% making at least expected progress over time and 13% making better than expected progress.

Regular in house and external CPD for all staff was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. This is always carefully linked to the SDP and staff priorities. Coaching is also used to support staff within the classroom setting; this includes both teachers and TAs/SSAs.

Non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide. Termly meetings are held with each class teacher to support the planning of additional support and setting of key targets.

PP lead teacher met termly with all class teachers to discuss the provision provided for DA children, identifying strengths and areas for development. Provision is provided for all children working below ARE or not making expected progress over time. Also, they spent time talking with pupils about their work and thoughts about school in general.

Additional teacher time (curriculum lead and SENDco) co-ordinated the work of all teaching assistants supporting children. Also, they monitored the progress children are making and worked with teachers to devise programmes of work when children are not making progress.

Teaching assistants - Additional support time was spent in class to enable teachers to work with groups of children who are underachieving. Flexible grouping to meet all children's needs, regardless of ability. Groupings are regularly reviewed, based on pre assessments and cold writes, at least every six weeks. Additional adults working with all ability groups to ensure that effective and constructive feedback is given during and at the end of the lesson. This gives pupils time to improve work during the main part of the lesson.

Interventions - Targeted intervention supported pupils who require gross and fine motor skill support. Targeted intervention for pupils who required speech and language support. Additional support staff employed in order to work with small groups or individuals ensured that there was targeted intervention in all core areas. Interventions consisted of Nuffield Early Language Intervention, Talk Boost, Contrastive Pairs, Black Sheep Narrative, Beat Dyslexia, Toe by Toe, Colourful Semantics, Plus 1, Power of Two, and specific teacher designed interventions covering individual needs. 1:1 tuition in reading employed for bottom 20% of pupils and additional booster work provided for Y6 in the run up to SATS.

A pastoral mentor employed for 1 ½ days for pupils who were identified as needing additional support for managing anger, managing feelings and developing relationships. Pupils had 20-minute sessions x1 per week with extra work provided by the class TA as and when needed. Pupil need was assessed half-termly as part of intervention review. In addition, the pastoral mentor opens the pastoral room (Pembrokeshire Sunshine Room) during break times and lunchtimes. This provides a safe, quiet space for children during these times and an opportunity to talk if needed.

Children's champions project in place for most vulnerable pupils. Building relationships with a key adult in school who supports them primarily with social and emotional needs

but can also support access to learning. Staff new to this have been supported in understanding the purpose and importance of this work.

Subsidised educational visits to provide real contexts for learning and widen experiences.

The cost of Breakfast Club and After School Club subsidised, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed. This has also been used to support children accessing tutoring by offering before/after school provision for siblings.

Bryntisillio Outdoor Education (Y6), Isle of Wight (Y4) and Kingswood Residential (Y2) - actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors. Pupils in Y3 have had Forest School sessions with the lead member of staff to develop their outdoor learning further. Nursery, EYFS and Y1 also make regular use of the forest school area to enhance their learning experiences.

Extra-curricular after school clubs and trips were free to children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

Purchased devices are available for children who do not have have access to online learning (e.g. for online homework and resources).

Purchasing of uniform for children where it is needed, including coats for winter weather.

Purchasing of lunchboxes to be used across school, particularly for those in receipt of FSM, for use on trips/visits to avoid children needing to carry a paper bag.

Tracking of Absence – monitoring weekly for children who are of concern (less than 90%), monitoring monthly for all children completed by admin and headteacher, termly by PP lead in conjunction with class teachers. Follow up of attendance issues for all children of concern is effective and completed by a member of the office team and logs are kept for on-going concerns. Meetings are arranged with parents where needed to encourage positive relationships between home and school and to aim to increase attendance for target children.

2022-23	Autumn Term 22	Spring Term 23	Summer Term 23	End of Year School/National
Overall attendance	95.73%	96.7%	96.34%	96.22% / 94%
Disadvantaged	92.76%	93.11%	92.98%	94.31% / 88.5%
2023-24	Autumn Term 23	Spring Term 24	Summer Term 24	End of Year School/National
Overall attendance	97.19%	96.14%	96.16%	96.37% / 94.5%

Disadvantaged	96.97%	93.69%	94.57%	93.47% / 91.9%
2024-25	Autumn Term 24	Spring Term 25	Summer Term 25	End of Year School/National
Overall attendance	97.74%	96.67%	96.54%	96.43% / 94.8%
Disadvantaged	95.65%	93.04%	93.03%	93.51% / Not yet available

The national disadvantaged attainment gap has increased over time since pre-covid. In order to support schools in reducing this gap, the DfE allocated all schools funds to embed tutoring up until the academic year of 2023 – 2024. Strong evidence from The Education Endowment Foundation suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.

We reflected on the impact of our school-led tutoring programme from 2023-2024 and have continued to ensure that tutor led groups are small to maximise learning opportunities. Although we no longer have any funding from the government to deliver tutoring, we have decided to continue this model with our Year 6 pupils who are disadvantaged and have SEN needs in 2024- 2025. Teachers have thought carefully about selecting children to ensure their academic needs are as closely matched as possible to make the groups as beneficial for all as possible. Tutors will continue to communicate closely with teachers to ensure that pre and post tutoring of the school curriculum can benefit these children and ensure they make accelerated progress.

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
Times Tables Rock Stars	Maths Circle Limited
Numbots	Maths Circle Limited
White Rose Maths	Trinity MAT
My Maths	Oxford University Press
Maths Frame	Maths Frame
BBC Bitesize Resources	BBC Website
Essential Letters and Sounds	Oxford Owl

Literacy Shed+	Ed Shed
Oddizzi	Oddizzi
Primary Languages Network	Primary Languages Network Ltd
Testbase	AQA
Clicker 8	Crick Software

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EYFS – early years foundation stage

FSM – free school meals

GDS – greater depth standard (working above age related expectation)

GPS –grammar, punctuation and spelling

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

TA – teaching assistants