

Reid Street Primary Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium funding (for the academic year, as part of the 2024-27 plan) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data										
Number of pupils in school (December 2024)	406										
Number of pupils in school (December 2025)	365										
Proportion (%) of pupil premium eligible pupils Oct '24 census	35%										
Proportion (%) of pupil premium eligible pupils Oct '25 census	<table> <tr> <td>FSM</td><td>98 (27%)</td></tr> <tr> <td>Service</td><td>6 (1.6%)</td></tr> <tr> <td>LAC</td><td>5 (1.3%)</td></tr> <tr> <td>Post LAC</td><td>4 (1%)</td></tr> <tr> <td>PP Total</td><td>113 (31%)</td></tr> </table>	FSM	98 (27%)	Service	6 (1.6%)	LAC	5 (1.3%)	Post LAC	4 (1%)	PP Total	113 (31%)
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Service	6 (1.6%)										
LAC	5 (1.3%)										
Post LAC	4 (1%)										
PP Total	113 (31%)										
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027										
Date this statement was published	December 2025										
Date on which it will be reviewed	December 2026										
Statement authorised by	Richard Gartland										
Pupil premium lead	Paula Ayto										
Governor / Trustee lead	Trevor Alley										

Funding overview

Detail	Amount
Pupil premium funding allocation academic year (2024-25)	£228,002
Pupil premium funding allocation this academic year	£182,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182,550

<p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about use of Pupil Premium funding, we feel it crucial to consider the context of our school and community and the particular challenges faced. We believe in maximising the impact of Pupil Premium spending by ensuring that our strategies are embedded within: the core vision and ethos of the **Trust and** school; the long term goals and aims of wider school improvement and the medium and short term development plans already in place. As with all aspects of evolution of policy and practice at Reid Street, these plans are heavily research-informed to ensure that precious time, effort and funding are targeted at developments with a high chance of success. We recognise that there are things we cannot change / improve in wider society, however, through a clear focus on: quality first teaching, learning, progress and powerful knowledge we can support pupils to achieve the success that raises both self-esteem and aspirations. Through careful identification of any barriers to learning, we can focus our intent, effectiveness and quality of provision to address these.

Principles: Overcoming barriers to learning is at the heart of our use of the Pupil Premium Grant. We understand that needs and costs will differ depending on the barriers to learning being addressed. We also recognise that each pupil is an individual, with a unique set of strengths and support and development needs. We do not, therefore, assume that as a group, pupils entitled to Pupil Premium funding are homogenous, but careful needs analyses will allow us to identify best ways to allocate funding and support. Our priorities are as follows:

- Ensuring an excellent, well supported and professional developed teacher is in every class.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing adaptive teaching, including effective and timely interventions and academic support to those pupils not making expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Ensuring that Pupil Premium funding reaches the pupils who most need it.

This strategy has been created to ensure that all activities fall under the menu of approaches within the DfE guidance and that the impact of cost of living challenges have been taken into account. Changes to the school demographic are apparent – in 2013, the percentage of pupils identified as EAL was 4.5; **by the October 2025, census this has increased to 39%. The figure for Foundation Stage July 2025 was 59%.** Whilst only a small number of these pupils are eligible for the PPG, the range of English proficiency means that careful consideration needs to be given to how best to support these pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate that many pupils enter school in EYFS with poor oral language skills and limited vocabulary knowledge. They continue to experience language deprivation due to limited opportunities for experiences outside of school.
2	Assessment and observations illustrate that many disadvantaged pupils enter Foundation Stage without the strong social skills, relative independence, curiosity and desire to learn that ensure that they are school ready. Assessment, observations, marking and feedback illustrate that underdeveloped self-regulation (key for effective metacognition and learning behaviours) is apparent in many disadvantaged learners.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and future fluency and therefore comprehension. Research illustrates that the learning of new words develops through reading, making the focus on enhancing reading opportunities and reading for pleasure essential, particularly for pupils who have limited access to books within the home.
4	Assessments, marking, feedback and external moderation highlight that disadvantaged pupils are more likely to struggle with the cognitive load of writing tasks, with particular issues around understanding / effective use of a range of sentence constructions.
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 4 years, a significantly smaller percentage of those eligible for pupil premium met the age related expectations for maths than their peers. Issues highlighted include lack of competence and confidence with fundamental concepts such as number, place value and poor recall of key maths vocabulary.
6	Whilst the effects of the pandemic closures / disruption have impacted on attendance figures for all pupils nationally, absence / persistent absence / severe absence (already more prevalent amongst disadvantaged pupils) have increased – this is evident at Reid Street.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils negatively affecting physical health and mental health and wellbeing.
8	IDACI 2025 illustrates that 62% of pupils are in the top 3 most deprived deciles (up from 40% in 2019). Many families are struggle with the cost of living, including those living in 'working poverty'.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, work scrutiny and ongoing formative assessment.
Pupils demonstrate improved self-regulation, metacognition and independence.	Assessments, observations, work scrutinies and discussions with pupils and staff indicate improvements in the learning behaviours of disadvantaged learners.
Improved reading attainment among disadvantaged pupils.	70% of disadvantaged pupils achieve the Year 1 Phonics Check. 75% of disadvantaged Y6 pupils attain the expected standard in reading. 80% of disadvantaged Y6 pupils attain the expected standard in writing.
Improved maths attainment among disadvantaged pupils.	70% of disadvantaged Y6 pupils attain the expected standard in maths.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The percentage of all pupils who are persistently absent being below the national figure; The figure among disadvantaged pupils being no more than expected given that 35% of pupils in school fall into this category.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-27 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice and parent / carer surveys and staff observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.
Pupils have a sense of belonging: their needs for relatedness, competence and autonomy are met.	Pupil engagement is evident – evaluated via the Darlington Charter, Empathy Project, PSHE Quality Mark and achievement of the SuperKind Award.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90933

Activity	Evidence that supports this approach	Challenge number(s) addressed
VOCAL – vocabulary, oracy, communication and language: key focus within school.	<p>A range of staff continuous professional development and learning opportunities will enhance knowledge, understanding and confidence in teaching and assessment around VOCAL. This will include a clear focus on speech, language and communication with in Foundation Stage; assessments of all pupils using Language Link and (where necessary) Speech Link; embedding of maths gestures linked to key vocabulary; actions planned around science vocabulary through the Primary Science Quality Mark (EEF trial); a key focus on staff use of standard English and the introduction of PVPG (see below).</p> <p>The school was part of the steering group for a town wide oracy project and is now a key participant in the Everyone Talks in Darlington project. All staff are accessing training around oracy.</p> <p>EEF Oral Language Interventions +6 months</p> <p>Voice 21</p> <p>Sutton Trust Life Lessons</p> <p>Curriculum and Assessment Review Final Report CAR p42</p>	1, 2, 4, 5, 8

<p>Consolidation of phonics programme (Read, Write Inc.).</p> <p>All staff who deliver the programme are trained.</p> <p>A Phonics Lead works within FS to ensure an excellent start to the programme. She is freed for half the week to oversee phonics across the school / undertake all assessments to ensure consistency.</p>	<p>Whilst the Read, Write Inc. SSP was introduced in school some years ago, this was in need of a re-fresh and so support was sought from The Westgarth English Hub.</p> <p>Improvements in outcomes are already evident: 72% of Year 1 pupils achieved at least the required level in the Phonics Check in 2024 compared to 53% in 2023.</p> <p>The Phonics Lead is on maternity and so a new lead has taken over this role, supported by an overlap with the previous lead and ongoing work with the English Hub.</p> <p>Improvement in outcomes continue: 79.3% of Year 1 pupils achieved at least the required level in the Phonics Check in 2025.</p> <p>The school will engage with the English Hub 'Reading for Pleasure' programme starting in 2024. This work continues and will be strengthened by the 2026 Year of Reading.</p> <p>EEF Phonics +5 months</p>	<p>1, 3, 5</p>
<p>Literacy Lead as 3rd teacher in Y6</p>	<p>This will allow for both additional support for pupils in Y6 to ensure their readiness for secondary school and to allow oversight of all aspects of literacy across the school, including phonics and Reading for Pleasure (see above) and PVPG (see below).</p> <p>Due to staffing changes, the Literacy Lead is now the DSL out of class. She works alongside the Phonics Lead and the Writing Lead.</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>EEF Improving Literacy in Key Stage 2</p> <p>New guidance: Strong Foundations</p> <p>The Writing Framework</p>	<p>1, 3, 4</p>

<p>Introduction of Place Value of Grammar and Punctuation</p>	<p>Writing outcomes in Year 6 are well above those locally and nationally, however, there is currently no consistent teaching of basic sentence construction, with many pupils – particularly the disadvantaged - struggling to identify correctly (age appropriately) a unit of sense and how to punctuate / extend this.</p> <p>All staff will receive training and support around the introduction of PVGP, including a writing lead who will liaise regularly with the English Lead.</p> <p>PVPG continues to be embedded across the school. Writing results remain above the local and national levels.</p> <p>The CAR Final Report (p75) recommends an approach to grammar which matches that already in place in the school around application rather than isolated skills.</p>	<p>1, 3, 4</p>
<p>Introduction of Mastering Number / review of maths across the curriculum</p>	<p>Whilst the percentage of pupils achieving the expected standard in maths at the end of Y6 is, for Reid Street, above the local and national percentages, gaps in understanding in key areas are evident, meaning that mathematical foundations are not secure. The school will continue to work with the local Maths Hub to further develop use of gestures linked to key vocabulary. Mastering Number will be introduced across Key Stage 1 (and into Key Stage 2 given that those pupils have not benefitted from the programme). The Maths Lead will work closely with other subject Leads (beginning with Science) to ensure consistency of vocabulary, strategies and curriculum content.</p> <p>Mastering number continues to be embedded within from FS to Y6. Progress is evident within the average score in the MTC (16% in 2023 to 19% in 2025).</p> <p>EEF Early Maths</p> <p>NCETM Mastering Number</p>	<p>5</p>

Engagement with the EEF trial of the Primary Science Quality Mark	<p>Working to meet the criteria for the QM will entail evaluation of current practice, review of confidence and competence around teaching, learning and assessment and identification of bespoke targets to enhance and further develop this key subject across the school. The cycle of plan, do review is embedded within this process and staff will benefit from a range of professional development opportunities.</p> <p>The school achieved the PSQM in October 2025 and the focus is now on targets set within that process.</p> <p>EEF Improving Primary Science</p>	1, 2, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £41324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SENDCo Assistant to assess pupils re speech, language and proficiency in English and to undertake interventions.	<p>There is a wealth of research which highlights the vocabulary gap that already exists between disadvantaged pupils and their peers by the time they start school. Addressing this via quality first teaching, through a key focus on vocabulary and oracy across all curricular and through targeted interventions where necessary is key to the success of pupils – socially, academically and in terms of confidence and self-esteem.</p> <p>EEF Oral Language Interventions</p> <p>EAL</p>	1, 2, 7
Teacher Assistant hours increased to allow for effective	Evidence indicates that Teaching Assistants can have a positive impact on pupil outcomes but that in order to	1, 2, 3, 4, 5, 7

liaison / same day interventions.	<p>be fully effective, close liaison with the classroom teacher is essential so that all staff share understanding of the planning, learning outcomes and success criteria of a lesson.</p> <p>EEF Making the best use of TAs</p> <p>EEF TA Interventions +4 months</p>	
Small group Tutoring	Pupils are provided with small group (2-6) Tutoring in maths and English in preparation for transition.	1, 3, 4, 5
Use of IT resources to support learning – see Externally provided Services section	<p>A number of pupils' attainment in maths and reading is below age-related expectations.</p> <p>Technology plays a key part in enabling pupils to practice (both in school and at home) skills in order to embed learning, increase retention of key knowledge and concepts, motivate learners and ensure good progress.</p>	1, 3, 4, 5,

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

Budgeted cost: £50823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with external avenues of support in order to improve attendance and punctuality for pupils, particularly the already disadvantaged.	<p>The DSL will be non-class based in order to lead on improving attendance and punctuality actions, data analysis and support for pupils and families.</p> <p>The DfE materials and regular webinars will provide effective CPDL. Attendance at the regular MAT Attendance Panel meetings / LA Attendance Meetings will provide opportunities to explore best ways to support and challenge poor attendance. Enhanced data (via the</p>	6, 7, 8

	<p>MAT data Lead) will allow for further investigations of trends / patterns in order to adapt practice.</p> <p>DfE Guidance and research</p> <p>Ofsted Annual Report 2023-4 Ofsted Annual Report 2024-25</p> <p>We will use the new DfE ABIEs to benchmark against like schools and identify new ways of improving attendance.</p> <p>Senior Leaders and Governors will be provided with detailed data sets to analyse attendance for all core groups.</p>	
<p>Continuation of support, supervision and training for 4 ELSAs in school.</p> <p>Engagement with the Darlington Inclusion Charter.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Improving SEL in Primary Schools</p>	2, 6, 7, 8
<p>Poverty can be a barrier to both attendance at school and engagement with all school has to offer.</p>	<p>Knowing pupils and families well and creating and maintaining effective relationships between home and school ensure that support is sign posted, offered and taken up to remove barriers. This can include providing free breakfast and fruit at breaktimes for vulnerable pupils, providing free uniform, bags and other kit, subsidising trips and visits, including residential weekends and much more.</p> <p>Gov UK Tackling Child Poverty</p> <p>EPI Tackling Persistent Disadvantage</p> <p>Gov Poverty Strategy</p>	8

	Lost Boys: State of the Nation Child of the North	
Curriculum review to include embedding of work around careers, aspiration and enterprise. There will also be a clear focus on challenging stereotypes.	The Education Commission Drawing the Future The Careers and Enterprise Company Starting Early	1, 2, 7, 8
<p>All pupils gain cultural experiences to enhance their broad curriculum offer.</p> <p>Visual and Performing Arts clubs offer wider opportunities.</p>	<p>Arts participation provides additional, enriching experiences supporting engagement with learning, communication skills and further developing vocabulary.</p> <p>The school has achieved: The ArtsMark Gold; The School Games Mark Platinum; The International Schools Award; The Eco Schools Award (Distinction); The SuperKind Award and has been nominated and shortlisted for a Let's Go Zero Award. This year also saw the school winning the global primary Empathy Award for the 3rd time.</p> <p>EEF Arts Participation +3 months</p> <p>CAR</p>	1, 2, 4, 7, 8

Total budgeted cost: £183,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The end of the three year Pupil Premium Strategy coincided with the end of the three year SHINE project. This entails the FS Lead from Reid Street driving forward positive developments in a range of nurseries and schools across Darlington. In order to ensure sustainability of the project, video CPD was created for staff which can be used to enhance practice around development of speech, language and communication as children are helped to be school ready.

With support from the LA, the school has applied for funding to open nursery provision for the first time to target disadvantage earlier. The school is also using the guidance from Kindred Squared to support parents and carers to ensure that pupils are Ready for Reception: <https://startingreception.co.uk/>

In the previous academic year, staff worked closely with those with expertise within the LA and Rise Carr College to pilot a programme to support pupils in danger of persistent / severe absence once they transferred from primary to secondary. This was very successful and plans are underway to extend the learning beyond the pilot schools.

October 1st 2024 saw the school merge with the Education Village Academy Trust. Much work was undertaken to ensure a smooth transition and staff in all schools within the MAT are looking forward to further collaboration to the benefit of pupils and families, including around support for disadvantaged and vulnerable pupils.

Significant work has been undertaken around improving attendance - building on excellent practice identified in the most recent Ofsted Inspection in 2022. This resulted in Reid Street attendance being above the national average in 2023-4. This work has continued into the academic year 2024-5 with results currently 1.74 above the previous year.

In Foundation Stage, Good Level of Development results improved from 38.3% in 2023 to 53.3% in June 2024. **GLD improved again in 2025, reaching 59%.** However, this remains below the LA and national data. On entry assessment illustrate the very low starting points of many pupils who enter Reception (highlighting good progress in this crucial first year in school). There is a significant gap between disadvantaged pupils and all pupils by the end of Reception. This highlights the high quality of teaching and support that goes into closing these gaps throughout KS1 and 2.

In phonics, the percentage of pupils achieving the pass mark for the Phonics Check rose from 52.8% in 2023 to 72.2% in 2024. Internal assessment data (December 2024)

indicates that the target set of 75% is likely to be achieved / exceeded by June 2025.
The final result was 79.3%.

Attainment at the end of KS2 was very good in 2024. The percentage of pupils achieving the expected standard in reading rose from the 2023 figures of 74.6% to 80.6%. The writing figure rose from 79.4% in 2023 to 83.9% in 2024 (a year that saw the school moderated for this subject by external advisors). Maths results rose from 68.3% in 2023 to 74.2%. The combined result of Reading, Writing and Maths rose from 52.4% in 2023 to 67.7%.

NCER data illustrates that, although gaps remain between disadvantaged pupils and their non-disadvantaged peers by the end of KS2, those eligible for the PPG at Reid Street attained significantly above those nationally and locally:

Reading Disadvantaged at RS - 71%; LA 57.5%; National 62.8%

Maths Disadvantaged at RS - 64.5%; 55.8%; National 59.4%

Writing Disadvantaged at RS - 77.4%; LA 57.9%; National 58.8%

The school was an early and very effective participant in the National Tutoring offer, making the most of all three avenues of support for pupils: Academic Mentors, School Led Tutors and Tuition Partners, tailored specifically to the needs of identified pupils. All NTP monies were spent with no 'claw back'.

Throughout the 3 years of the previous strategy, there has been a relentless focus on ensuring quality first teaching with classrooms which has necessitated regular whole staff continuous professional development and learning opportunities. These have embedded understanding of Rosenshine's Principles, adaptive teaching, the importance of assessment to identify gaps in learning, effective feedback and consistency and progression in curricula to build schema.

Through the period covered by this 3 year strategy, the school was able to benefit from the DfE 'Get help with technology' rollout. The necessity for remote education was met with an excellent offer with staff rapidly getting to grips with new ways of working. This increased competence and confidence has continued, supported through ongoing staff training, to ensure that technology is used across the school in a wide range of ways which has led to improved communications within school and with parents and carers; reduced workload for staff; increased opportunities for pupils to develop digital skills and citizenship and technology used as part of adaptive teaching (supporting pupils with additional needs and with EAL).

Academic progress, particularly for disadvantaged pupils, has been (and will continue to be) at the heart of all decisions made. However, this has not been achieved through a narrowing of curriculum and wider opportunities. The school has a well-deserved reputation around arts and sports participation, careers and aspirations work and a

carefully curated culture of belonging, inclusion and wellbeing. This has been recognised over the past three years via achievement of a Gold Wellbeing Award, a Gold School Games Award, funding through the Creating Active Schools Award, a Gold ArtsMark Award and the winning of the global Empathy Award for 2 out of the 3 years of the strategy.

2024-25 saw the achievement of the Primary Science Quality Mark, the PSHE Quality Mark, the achievement of the Platinum Schools Games Mark (for the first time), the Eco Schools Green Flag Award (Distinction) and the winning of the global Empathy Award for the third time.

Restorative Practice strategies and techniques were introduced across the school as part of this strategy and are now embedded in good practice and within the school's Promoting Good Behaviour Policy. Suspensions in school are rare - often the lowest across the LA despite significant challenges with individual pupils.

[Ofsted Annual Report 2024-25](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin
The Literacy Shed	
Grammarsaurus	Grammarsaurus Ltd.
Speech and Language Link	
ReadingPlus	
White Rose Maths	White Rose
Balance	Angel Solutions
Perspective	Angel Solutions
Widget Online	
PiRA, PUMA & GAPS Assessments Testbase to replace the above in 2025-6	Rising Stars
Tapestry	
ELSA Support	
Durham Music Service	
Front Row Music	
Go Well	

Creating Active Schools	
National Governance Association	https://www.nga.org.uk/news-views/directory/disadvantage-widening-the-lens/
SSAT	The Schools, Students and Teachers Network
Confederation of School Trusts	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<ul style="list-style-type: none"> • Countdown calendars bought and used in school for children of deployed members of the forces. • Staff time allocated for regular check-ins with pupils. • Engagement with Little Troopers to provide support and information. • ELSA support for pupils • Involvement in events such as awareness raising around Remembrance. • Visibility of forces within the curriculum – begins with dressing up costumes bought for Reception. • Ensured that forces careers were discussed within Aspirations Week - included visit from Sporting Force and donation to this veterans' charity. • Attendance at events such as Coldstream Guard concert.
<p>The impact of that spending on service pupil premium eligible pupils</p>
<ul style="list-style-type: none"> • Pupils and their families are and feel supported in school. • Staff have raised awareness of the issues that may be particular to children of those in / previously in the armed forces. • Key staff have received training around mental health and wellbeing in order to best support pupils and their families. • The school has avenues of information and updates from external experts. • Forces pupils and their families are visible in school. • Pupils have raised awareness of potential careers within the armed forces.

Further information (optional)

The school makes all key decisions in line with equality impact assessments and poverty proofing front of mind. Research is undertaken, including via the DfE webinar series and through key publications such as those of Marc Rowland and 'The Poverty Guy' Sean Harris. This work will continue into the next three year strategy, including use of resources such as:

[Child Poverty Action Group Cost of the School Day](#)

The forthcoming national developments around the Curriculum and Assessment Review, the changes to Ofsted Inspections and the (December 2024) Children's Wellbeing and Schools Bill will provide further opportunities to review practice at Reid Street with a clear focus on inclusion and belonging.

Locally, the work around the Darlington Charter will provide all schools (given the 100% sign up to this) with the opportunity to audit and review practice around ensuring that pupils experience genuine presence, engagement, achievement and belonging in school. Reid Street staff have benefitted from training around the charter and reflective tool from the Educational Psychology Service and the actions arising will be a key part of the Pupil Premium Strategy going forward.