



## Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium and recovery 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	Riverbridge Primary School
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Paul Grimwood
Pupil premium lead	Harriet Code
Governor / Trustee lead	Tajinder Salotera

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£212,365</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

#### How do we administer Pupil Premium funding?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that they hold school leaders to account for raising standards.



As a school we draw upon evidence from our own and others’ experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

### The key principles of our strategy plan

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts
- Add any others

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The gap in attainment between those eligible and not eligible to Pupil premium funding remains.
2	A large proportion of our children who are registered young carers are also eligible to pupil premium funding (64% of our young carers are eligible to PP)
3	Attendance of our children eligible for pupil premium funding remains an ongoing challenge. This also includes children who are in school but not attending classes. 51% of children eligible for Pupil Premium funding have an attendance of below 95%, with 26% have an attendance below 90%. This is an increase from this time last year however still remains a focus.
4	The range of barriers for disadvantaged pupils and their families remains high and there is a need for staff to have a greater understanding of the individual’s barriers to learning. This is due to challenges with the current economic situation, resilience, emotional wellbeing, mental health and an increase in multiple vulnerabilities within families. Many of our Pupil Premium children are needing to regular HSLW and ELSA support.
5	There are many children eligible for pupil premium funding who have co vulnerabilities including SEND and English as an additional Language.



	23% of children eligible for Pupil Premium have SEND 41% of children eligible for Pupil Premium have EAL 8% of children eligible for Pupil Premium have SEND and EAL
6	On Average, 56% of our care committee children are eligible for pupil premium funding
7	Entry level data has shown that children in Reception are starting school with gaps in their Prime Areas of Learning, including Oracy, Gross Motor and Basic Core Needs.

## 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
To improve attendance for all pupils, particularly those eligible for pupil premium.	<ul style="list-style-type: none"> <li>-Increase in attendance percentage for pupils eligible for pupil premium.</li> <li>-Calls/Meetings to take place with Parents/Class Teacher/Pastoral Team to identify challenges.</li> <li>-Strategies to be put in place for individuals to overcome these barriers</li> <li>-Staff to respond to EBSNA if applicable.</li> </ul>
To provide increased level of support for those children who are registered as young carers	<ul style="list-style-type: none"> <li>-Monthly young carers groups to be in place</li> <li>-Children have positive relationships with other young carers and have support from pastoral team as required</li> <li>-Children registered with Surrey Young Carers so able to receive additional support out of school</li> </ul>
To increase the percentage of children on track in reading, writing and maths, who are eligible for Pupil premium funding	<ul style="list-style-type: none"> <li>-Percentage of children reaching the expected in EYFS, Year 1 and 2 PSC, Year 4 MTC and Key Stage 2 assessments increase on 2025 outcomes</li> </ul>
To increase staff awareness of the range of possible barriers for these children and develop strategies individualised to support them	<ul style="list-style-type: none"> <li>-Staff training on adaptive teaching, SEND support and emotional wellbeing</li> <li>-Individualised strategies are put in place for children where appropriate</li> <li>-ELSA training of staff members to enable appropriate support for children</li> <li>-Maintaining Drawing for Talking up to date training to support children as needed.</li> </ul>
To support families with accessing further support to enable them to manage the multiple vulnerabilities many families are facing.	<ul style="list-style-type: none"> <li>-Early help assessments to be completed for families where multiple barriers are in place to support with gaining further support</li> <li>-HSLW team to support with enabling parents/carers with identifying support required</li> <li>-HSLW to support families in Reception with next steps and supporting children with Prime Areas of Learning.</li> </ul>

## 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: **£ 60,499**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT members (2) training in Restorative and Relational Practice  Staff Inset Day to roll this training out to all staff.	Restorative and Relational Practice supports schools in finding inclusive and effective approaches to transform and manage a range of behaviours. This positively impacts on attendance, attainment, reducing exclusions and transforming a school culture.	All
Subject Leader updates - Surrey English Networks and conferences SAFE Leader Hub for English SAFE English Conference	Ofsted shares the importance of strong subject leadership in developing teacher's understanding of different subjects. Subject Leader Networks foster collaboration, share best practices, build subject expertise, and ensure consistent, high-quality curriculum delivery.  <a href="https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/">https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/</a>	1, 4, 5, 7
Ongoing training for Little Wandle to train new staff and update existing staff on most recent guidance.	High quality phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF highlighted high impact for very low cost based on very extensive evidence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 4, 5, 7
Teacher training to further develop high quality provision through weekly staff meetings through evidenced based recommendations.	High quality teaching is the most significant in-school factor for boosting student achievement and closing attainment gaps.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/primary">https://educationendowmentfoundation.org.uk/education-evidence/primary</a>	1, 3, 4, 5, 7
TA Training (All TAs have access to 6 hours of training led by the Inclusion lead across the academic year)	EEF guidance for TA Deployment shares TA Training is vital for effective teaching.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 4, 5, 7



Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and planning time to develop and review curriculum development and delivery	Educational research highlights that providing a broad and balanced curriculum will support pupils to develop into well rounded individuals who have a good understanding of the world around them and their part in it.	1, 4, 5, 7
Inclusion role (non-class based)	The Inclusion Lead co-ordinates Pupil Premium strategy, monitoring of interventions, staff training and is key role in partnering with parents.	All
Deputy Inclusion Lead Role	Supports with monitoring of interventions, data analysis, staff training and partnership with parents within the Early Years	5, 7
Inclusion Review	EEF guidance around Pupil Premium strategic planning shares the importance for the Pupil Premium Lead to have clear understanding and direction for this strategy. The Inclusion Review is imperative in developing strategic deployment by the Inclusion Lead.	1, 3, 4, 5, 7

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

Budgeted cost: **£ 93,144**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	<a href="https://thirdspacelearning.com/impact-online-maths-tuition/">https://thirdspacelearning.com/impact-online-maths-tuition/</a>	1, 3, 5, 7
Literacy for All Intervention to support those working significantly behind in Reading and Writing where progress in phonological awareness is slow	<a href="https://www.surreylocaloffer.org.uk/practitioners/resources/surrey-literacy-difficulties-policy">https://www.surreylocaloffer.org.uk/practitioners/resources/surrey-literacy-difficulties-policy</a>  <a href="https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf">https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf</a>	1, 3, 5, 7
REMA support to increase progress in learning outcomes for children with English as an Additional Language	<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a>	1, 3, 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="https://surreyeducationsservices.surreycc.gov.uk/Services/3619">https://surreyeducationsservices.surreycc.gov.uk/Services/3619</a>	
Speech Link/Language Link - TA time for assessments/support (1 morning per week)	<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a>  <a href="https://speechandlanguage.link/">https://speechandlanguage.link/</a>	1, 4, 5, 7
Nuture Programme	Targeted short term therapeutic approaches help to remove barriers to learning	1, 7
Consultancy Support including STIPs, EP, MHST	Previous support for staff has shown this has helped to develop teachers professional knowledge and specific strategies to support individuals.	7
Termly pupil progress meetings with SLT to ensure progress of children eligible for pupil premium is expected.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1, 5, 7
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 5, 7
Phonics Interventions in Reception	Entry level data has shown areas of need including early literacy skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	7
Little Wandle Interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 5
Blue House Nurture Group	Targeted short term therapeutic approaches help to remove barriers to learning	1, 5, 7
SATS morning booster groups	Targeted SATs preparation sessions provide additional teaching time focused on gaps in learning and exam skills. Evidence shows structured booster groups improve attainment for pupils who are below expected standards.	1, 5
Early Interventions (Nursery and Reception)	High Quality interactions and early intervention is proven to support children in their formative years develop the skills needed to engage in school life later on.  <a href="https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions">https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</a>	1, 5, 7



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

Budgeted cost: **£ 71,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO Training  SENCO Network Meetings  SAFE Inclusion Leader Hub  Inclusion Leader Conference	Clearer awareness of Surrey’s approach to supporting SEND pupils will help new SENCOs to target how additional provision meets the needs of pupils to help them better access the curriculum.  Appreciation of the different person-centred approaches that can be used in order to work with and engage learners and their families.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	All
ELSA Training  Drawing For Talking Training	<a href="https://www.lighthousepsychologytraining.com/why-invest-in-supporting-the-students-semh-using-the-elsa-programme/">https://www.lighthousepsychologytraining.com/why-invest-in-supporting-the-students-semh-using-the-elsa-programme/</a>  <a href="https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental health and behaviour in schools.pdf</a>  <a href="https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna">https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna</a>	2, 4, 6
Inclusion Meetings, biweekly with Inclusion Lead, Deputy Inclusion Lead, Headteacher and Deputy Headteacher (1 hour fortnightly)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	All
Boxall Profile and Nurture Training  Staff meetings to roll this training out to all staff	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improve-attendance">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improve-attendance</a>	All
Attendance meetings with Class Teachers, Office Team, HSLW and Headteacher (1 hour monthly)	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-</a>	1, 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">staff-and-local-authorities-to-improve-attendance</a>	
HSLWs sharing guidance to support parents in being able to support their family through accessing services independently and referrals made from school - Early Help Assessments	<a href="https://www.surreycc.gov.uk/_data/assets/pdf_file/0011/297047/Early-help-assessment-practitioners-guide-26-09-24.pdf">https://www.surreycc.gov.uk/_data/assets/pdf_file/0011/297047/Early-help-assessment-practitioners-guide-26-09-24.pdf</a>	4, 7
Enable access to school trips and clubs for all pupils.	<a href="https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article">https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article</a> <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Subject-to-background1-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Subject-to-background1-1.pdf</a>	1, 3, 7
Young Carers group and support led by HSLW	<a href="https://www.actionforcarers.org.uk/who-we-help/young-carers-under-18/">https://www.actionforcarers.org.uk/who-we-help/young-carers-under-18/</a>	3, 7
Coffee Mornings to support families	Coffee mornings are excellent for parental engagement, creating informal, welcoming spaces for parents to connect and get school info (like reading programs or SEND support).	
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	4
Forest School Provision	Outdoor learning promotes pupil wellbeing and broadens the children's experiences and opportunities to interact with the world around them.	1, 4, 5, 7

**Total budgeted cost: £ 225,018**

## Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- 47% of children eligible for Pupil Premium funding achieved GLD.
- 38% of children eligible for Pupil Premium passed the PSC in Year 1.
- Average score for the MTC of children eligible for Pupil Premium was 17.1 with 38% of children achieving 20/25 or greater. 23% achieved 25/25.
- In KS2 23% of children eligible for Pupil Premium achieved combined expected standard (36% in reading, 40% in writing, 40% in maths).



To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to COVID-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that:

- EYFS and KS1 data shows a need for support with early learning skills. This is a focus for this academic year.
- Nationally, in Reading, Writing and Maths, 47% of disadvantaged pupils met the expected standard with a gap of 22 percentage points between these pupils and nondisadvantaged pupils. At Riverbridge Primary School, 23% disadvantaged pupils met the expected standard, with a gap of 20 percentage points between these pupils and nondisadvantaged pupils.
- This data demonstrates that for those children who are eligible for pupil premium funding but have no additional vulnerability (SEND/EAL), are achieving closer in line with their peers than those with multiple vulnerabilities. This continues to remain a focus although the gap is narrowing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance has improved for those children eligible for pupil premium funding over the academic year. This includes overall attendance and persistent absence.
- There is an increase in the number of children eligible for pupil premium funding who are accessing additional emotional support (East to West/ELSA/Primary Mental Health Worker). This has had varying impact and continues to be a focus.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by the end of the academic year 2025/26, as stated in the Intended Outcomes section above.

### Pupil premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2024-25 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
To improve attendance for all pupils, particularly those eligible for pupil premium.	<p>Increase in attendance percentage for pupils eligible for pupil premium.</p> <p>Calls/Meetings to take place with Parents/Class Teacher/Pastoral Team to identify challenges.</p> <p>Strategies to be put in place for individuals to overcome these barriers.</p>	Attendance for children eligibale for pupil premium has increased to over 91%. There is still a gap of 3.71% to children that are not eligible for pupil premium which is why this is still a focus.



<p>To provide increased level of support for those children who are registered as young carers</p>	<p>Monthly young carers groups to be in place.</p> <p>Children have positive relationships with other young carers and have support from pastoral team as required.</p> <p>Children registered with Surrey Young Carers so able to receive additional support out of school.</p>	<p>The number of Young Carers accessing support has increased. School staff are more aware of support available promoting better recognition and support for those children.</p>
<p>To increase the percentage of children on track in reading, writing and maths, who are eligible for Pupil premium funding</p>	<p>Percentage of children reaching the expected in EYFS, Year 1 and 2 PSC, Year 4 MTC and Key Stage 2 assessments increase on 2024 outcomes.</p>	<p>There is still a gap in attainment between Pupil Premium and Non-Pupil Premium peers. There is an improvement in the outcomes for those without SEND. This continues to remain a focus.</p>
<p>To increase staff awareness of the range of possible barriers for these children and develop strategies individualised to support them</p>	<p>Staff training on adaptive teaching, SEND support and emotional wellbeing.</p> <p>Individualised strategies are put in place for children where appropriate.</p>	<p>Internal data shows an increase of pupil premium not SEND children reaching the expected standard at the end of the year increased, indicating greater than expected progress.</p>
<p>To support children with strategies to support with engagement in class, particularly those with Emotional Based School Non Attendance</p>	<p>Class teachers/support staff have a clear understanding of barriers for these key children.</p> <p>Strategies put in place to support these individuals.</p> <p>Attendance improves for these individual children.</p>	<p>The attendance of disadvantaged pupils at the end July 2025 was 89.4%.</p> <p>There has been an increase at the start of this academic year and this remains a focus.</p> <p>The percentage of children with EBSNA has decreased this year.</p>
<p>To support families with accessing further support to enable them to manage the multiple vulnerabilities many families are facing.</p>	<p>Early help assessments to be completed for families where multiple barriers are in place to support with gaining further support.</p> <p>HSLW team to support with enabling parents/carers with identifying support required.</p>	<p>There has been an increase in the number of families accessing HSLW support based on pastoral logs. There has also been a reduction in the number of hours for support for key families indicating an increase in independence.</p>

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year e.g. TTRS, Bridge Builders.

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds



Third Space Learning Tutoring	Third Space Learning
Literacy for All	Specialist Teachers for Inclusive Practice
Times Table Rock Stars	Maths Circle
Bikeability	Surrey CC
Reading Plus	Reading Plus
Sports Coaches	Lumen Learning Trust

