



Pupil premium strategy statement 2024-25

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	684
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Paul Grimwood
Pupil premium lead	Louise Price
Governor / Trustee lead	Tajinder Salotera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,740
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£213,740

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.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

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 is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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

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	There is above average mobility with many of those joining the school who are eligible to pupil premium having little or no English.
3	A large proportion of our children who are registered young carers are also eligible to pupil premium funding (68% of our young carers are eligible to PP)
4	Attendance of our children eligible for pupil premium funding remains an ongoing challenge. There are a number of children exhibiting Emotional Based School Non Attendance over the last 3 years. This also includes children who are in school but not attending classes. 60% of children eligible for Pupil Premium funding have an attendance of 95%. This is an increase from 45% this time last year however still remains a focus.
5	The range of barriers for disadvantaged pupils and their families has increased 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.
6	There are many children eligible for pupil premium funding who have co vulnerabilities including SEND and English as an additional Language. 27% of children eligible for Pupil Premium have SEND 33% of children eligible for Pupil Premium have EAL 7% of children eligible for Pupil Premium have SEND and EAL
7	On Average, 75% of our care committee children are eligible for pupil premium funding

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.	-Increase in attendance percentage for pupils eligible for pupil premium. -Calls/Meetings to take place with Parents/Class Teacher/Pastoral Team to identify challenges. -Strategies to be put in place for individuals to overcome these barriers.
To provide increased level of support for those children who are registered as young carers	-Monthly young carers groups to be in place. -Children have positive relationships with other young carers and have support from pastoral team as required. -Children registered with Surrey Young Carers so able to receive additional support out of school.
To increase the percentage of children on track in reading, writing and maths, who are eligible for Pupil premium funding	-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.
To increase staff awareness of the range of possible barriers for these children and develop strategies individualised to support them	-Staff training on adaptive teaching, SEND support and emotional wellbeing. -Individualised strategies are put in place for children where appropriate.
To support children with strategies to support with engagement in class, particularly those with Emotional Based School Non Attendance	-Class teachers/support staff have a clear understanding of barriers for these key children. -Strategies put in place to support these individuals. -Attendance improves for these individual children.
To support families with accessing further support to enable them to manage the multiple vulnerabilities many families are facing.	-Early help assessments to be completed for families where multiple barriers are in place to support with gaining further support. -HSLW team to support with enabling parents/carers with identifying support required.



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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **57,255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leader updates - Surrey English Networks and conferences Subject Leader hubs for English and Maths.	https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/	1, 2, 5, 6
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 5, 6
Reading Plus Staff Training on implementing assessment and interventions following this.	https://www.readingsolutionsuk.co.uk/customer-support/	1, 2, 5, 6
Teacher training to further develop high quality provision through weekly staff meetings through evidenced based recommendations.	https://educationendowmentfoundation.org.uk/education-evidence/primary	1, 2, 5, 6

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

Budgeted cost: £ **108,186**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Learning Difficulties group to support reading and	Targeted small group interventions to further support phonological awareness,	1, 2, 5, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
writing through targeted work for Year 5 and 6 pupils where literacy difficulties have been identified. Structured interventions within year groups, including pre teaching vocabulary, pre-teaching maths concepts.	gaps in phonics and morphological approaches to spelling. http://dyslexiahelp.umich.edu/professionals/dyslexia-school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Third Space Learning.	https://thirdspacelearning.com/impact-online-maths-tuition/	1, 2, 5, 6
Literacy for All Intervention to support those working significantly behind in Reading and Writing where progress in phonological awareness is slow.	https://www.surreylocaloffer.org.uk/practitioners/resources/surrey-literacy-difficulties-policy https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf	1, 2, 5, 6
REMA support to increase progress in learning outcomes for children with English as an Additional Language.	https://surreyeducationsservices.surreycc.gov.uk/Services/3619	1, 2
Racing to English intervention to support those new to English.	https://racingtoenglish.com	1, 2
Reading Plus Intervention.	https://www.readingsolutionsuk.co.uk/case-studies/	1, 2, 5, 6

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

Budgeted cost: £ **61,724**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EBSNA training to enable HSLW and ELSA team to build greater resilience of pupils and their families through the use of EBSNA support plans	Emotionally Based School Non-Attendance (EBSNA) Surrey Local Offer https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna	1, 2, 4,
Attendance meetings with Class Teachers, Office Team, HSLW and Headteacher	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-	1, 2, 4, 5, 7



Activity	Evidence that supports this approach	Challenge number(s) addressed
	staff-and-local-authorities-to-improve-attendance	
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.	https://www.surreycc.gov.uk/_data/assets/pdf_file/0011/297047/Early-help-assessment-practitioners-guide-26-09-24.pdf	7, 5, 4
Enable access to school trips and clubs for all pupils.	https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article https://www.suttontrust.com/wp-content/uploads/2019/12/Subject-to-background1-1.pdf	5, 1,
Young Carers group and support led by HSLW.	https://www.actionforcarers.org.uk/who-we-help/young-carers-under-18/	3
Calm corners for every classroom.	https://www.learningresources.co.uk/blog/calming-corner-ideas-for-your-classroom/?srsltid=AfmBOOoaYhAsQ2ur83WtZEIPI6qVNFaYnUkWuFFR53q63LUqZeaE4w2u	4, 5, 7

Total budgeted cost: £ 227,165

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:

- 53% of children eligible for Pupil Premium funding achieved GLD
- 63% of children passed the PSC in Year 1 - 83% passed the retake in Year 2
- Average score for the MTC was 15.7 with 32% of children achieving 20/25 or greater. 16% achieved 25/25
- In KS2 36% of children achieved combined expected standard (31% in reading, 37% in writing, 46% in maths)

To help us gauge the performance of our disadvantaged pupils we compared their academic results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that:

- Non-disadvantaged achieving GLD -75%,
Disadvantaged -53%,



Pupil Premium/Not SEND -64.3%

- Non-disadvantaged achieving PSC -82%,
- Disadvantaged -63%
- Pupil Premium/Not SEND - 82%

- Non-disadvantaged achieving PSC Retake -86%,
- Disadvantaged -83%
- Pupil Premium/Not SEND - 75%

- Non-disadvantaged achieving MTC average -20.0,
- Disadvantaged -15.7
- Pupil Premium/Not SEND -19.6%

- Non-disadvantaged achieving MTC over 20/25 -74%,
- Disadvantaged -32%
- Pupil Premium/Not SEND - 50%

- Non-disadvantaged achieving MTC 25/25 -37%,
- Disadvantaged -16%
- Pupil Premium/Not SEND - 17%

- Non-disadvantaged achieving KS2 expected or greater combined -65%,
- Disadvantaged -36%,
- Pupil Premium/Not SEND - 44%

- Non-disadvantaged achieving KS2 Reading expected or greater -66%,
- Disadvantaged -39%,
- Pupil Premium/Not SEND - 50%

- Non-disadvantaged achieving KS2 Writing expected or greater -70%,
- Disadvantaged -57%,
- Pupil Premium/Not SEND - 72%

- Non-disadvantaged achieving KS2 Maths expected or greater -87%,
- Disadvantaged -46%,
- Pupil Premium/Not SEND -56%

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 2024/25, 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 2023-24 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
To increase the percentage of disadvantaged pupils on track for reading, writing and maths.	Assessments at the end of academic year 2023-2024 show the gap between Pupil Premium and Non-Pupil Premium peers is closing for reading, writing and maths.	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.
To increase the percentage of disadvantaged pupils on track for reading, writing and maths, particularly those children without additional vulnerabilities	Assessments at the end of academic year 2023-2024 show the gap between Pupil Premium not SEND and non-PP peers is closing for reading, writing and maths.	Internal data shows an increase of pupil premium not SEND children reaching the expected standard at the end of the year, indicating greater than expected progress.
To build resilience in families through Home School Link Work Support and access to wider family services.	A reduction in hours for support for key families when monitoring Home School Link Worker logs. CPOMs shows that wider services are accessed and families are enabled to access this support themselves.	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.
To improve attendance figures for pupil premium children across the school	The attendance of disadvantaged pupils at the end July 2023 was 89.3%. This needs to increase with the aim being a minimum of 95% - in line with our school target	The attendance of disadvantaged pupils at the end July 2024 was 89.4%. There has been an increase at the start of this academic year and this remains a focus.
To build relationships and support networks for our families that support children through SGOs, adoption and fostering.	Families attend HSLW support groups and feedback from these demonstrate that these are having a positive impact for these families.	Additional external support from Kinship has been enabled through the SGO groups and families have built relationships. These have continued for those that have now left the school.
To ensure that children with little or no English are supported appropriately in the classroom and through	Progress in those children who are new to English is greater than expected.	There has been an increase of 11% of those children who have EAL and are eligible for pupil premium funding who are on track in reading, writing and maths across the school.

targeted interventions so that they are able to make accelerated progress with their language development.		
To ensure that all staff are aware of the backgrounds and needs of the children eligible for pupil premium and individual actions are in place to enhance their school experience.	Monitoring will indicate individualised approaches to support children eligible for pupil premium and progress will be greater than expected.	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.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds
Third Space Learning Tutoring	Third Space Learning
Literacy for All	Specialist Teachers for Inclusive Practice

