

Pupil premium strategy statement – River Bank Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	786
Proportion (%) of pupil premium eligible pupils	183
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)	1/3
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Sansom (Headteacher)
Pupil premium lead	Sophie Amos (Assistant Headteacher)
Governor / Trustee lead	Hena Mahmood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,268.50
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£287,268.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve academically, socially, emotionally and enhance their cultural capital.

When considering the best ways to support disadvantaged and vulnerable pupils within our setting we will look at the challenges faced by the children at River Bank such as those that relate to income, employment, barriers to housing/services and living environments. The support we have outlined in this statement is also intended to support children's needs regardless of whether they are disadvantaged or not.

High-quality teaching is central to our approach, with particular attention given to the areas where pupils facing disadvantage may need the greatest support. Evidence shows this has the most significant impact on reducing the attainment gap, while also strengthening outcomes for all pupils across the school.

Within the intended outcomes set out in this statement, our aim is to ensure that the progress and attainment of disadvantaged pupils are continually improved, while the achievement of their peers is also sustained and enhanced.

As part of our strategy, we will continue to provide additional support, such as ELSA and nurture support, for those whose learning can be impacted by their wellbeing.

Our approach is designed to be responsive to both shared challenges and individual needs, guided by robust diagnostic assessment rather than assumptions. The strategies we have chosen work together to enable all pupils to thrive. To ensure they have the greatest impact, we will as River Bank staff maintain:

- A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, middle leadership, the classroom and pastoral care.
- Have the highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Prior attainment should not set limits on our ambitions for pupils.
- A strategy rooted in assessment, not assumptions of disadvantaged pupils.
- A strategy rooted in identifying and addressing the controllable factors that are preventing disadvantaged pupils from attaining as well as they could.

- An environment of support for disadvantaged pupils to build confidence and achieve lasting success through rigorous learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining good attendance
2	Limited parental engagement
3	Limited life opportunities and social experiences
4	Household hardship and wellbeing affecting daily school readiness
5	Children arriving to EYFS with very low attainment against the EYFS ELGs
6	English as an additional language

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
Maintaining good attendance	<ul style="list-style-type: none"> •Bring attendance of those in receipt of PP funding in line with those who are not. <p>Whole school attendance 24/25 – 92.9% Whole school attendance target 25/26 – 95%</p> <p>PP attendance 24/25 – 91% PP attendance target 25/26 – 95%</p> <ul style="list-style-type: none"> •Continue to maintain levels of attendance in line with or greater than that of the local and national picture (94.5%) •The Attendance and Behaviour Assistant Head, the School Attendance Officer, and the Family Team will work together to support families where pupils are not attending school. The Attendance Officer will maintain regular contact with families, carry out home visits where necessary, and provide wellbeing check-ins during periods of absence. This ensures the school remains fully aware of circumstances at all times and that families feel supported in improving attendance and engagement.

<p>Limited parental engagement</p>	<ul style="list-style-type: none"> • Our family team will work closely with parents and carers to offer support across a wide range of areas, including wellbeing, parenting, training and education, returning to work, bereavement, and financial advice. The team will be proactive in helping families to access the support and opportunities that will most benefit them. • All Pupil Premium children will be given the opportunity to attend breakfast and after-school clubs throughout the academic year, as well as a summer provision. • To further strengthen community connections, a “Play and Stay” offer will be introduced, enabling families with children not yet enrolled at the school to engage with staff and other parents in a welcoming environment. • Our staff will hold regular meetings and provide clear points of contact for all families, ensuring communication is friendly, approachable, and non-judgemental.
<p>Limited life opportunities and social experiences</p>	<ul style="list-style-type: none"> • Provide at least three trip opportunities per academic year for every pupil, alongside curriculum enrichment weeks such as Black History Month, Science Week, and other themed workshops and visitors. • Ensure all children have the opportunity to attend swimming lessons in Year 4 as part of the curriculum offer. • Offer an extensive range of after-school clubs across the year, including physical activity, creative arts, and cultural experiences. • Signpost parents to community events and clubs that will further enrich their children’s experiences and opportunities.
<p>Household hardship and wellbeing affecting daily school readiness</p>	<ul style="list-style-type: none"> • Continue to provide breakfast clubs and meal provision to support children’s wellbeing and readiness to learn. • Positive uptake of family support services, including financial guidance, mental health support, parenting workshops, and pastoral care. • Improved pupil and family wellbeing and resilience in managing challenges at home and accessing support, as reflected in pastoral records, pupil voice, and teacher observations. • Decrease in the number of behavioural, safeguarding, or pastoral incidents recorded following timely support from the family team and external agencies, including fewer repeat concerns raised for the same pupil or families over time.
<p>Children arriving to EYFS with very low attainment against the EYFS ELGs</p>	<ul style="list-style-type: none"> • Strengthen communication with children’s nurseries prior to school entry to ensure continuity of learning and support. • Carry out home visits to enable early identification of potential family support needs and to build positive relationships from the outset. • Embed self-regulation strategies to promote wellbeing and emotional understanding within our Early Years setting. • Use communication and language approaches so that all children in EYFS can communicate effectively with staff and peers. • Deliver early literacy approaches, including RWI, to give children the best chance of becoming confident early readers. • Implement early numeracy approaches to support children in successfully achieving the ELGs.
<p>English as an additional language</p>	<ul style="list-style-type: none"> • Improve the language of our EAL learners (no acquisition) where they are able to access and participate in class lessons appropriate to their key stage. • Improve the language of our EAL learners where they are able to access and succeed in their year group curriculum.

	<ul style="list-style-type: none"> • Provide pastoral support for our EAL families with no or little English. • Continue to embed 'Racing to English' provision throughout the school.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: £8,903.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths materials	<ul style="list-style-type: none"> • Develop pupils' language capabilities (EEF Improving literacy in KS2,1) • Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling (Improving literacy in KS1,6) • Use high quality information about pupils' current capabilities to select the best next steps for teaching (Improving literacy in KS1,7) • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice (EEF effective professional development,2) • Develop practitioners understanding of how children learn mathematics (EEF improving mathematics in the early years and KS1,1) • Use manipulatives and representations to develop understanding (EEF improving mathematics in the early years and KS1, 3 + KS2,2) 	5,6
RWI training + materials	<ul style="list-style-type: none"> • RWI programme + Fresh start (+1 month – EEF) • Supporting the attainment of disadvantaged pupils (DFE) suggests high quality teaching as a key aspect of successful schools. • Effectively implement a systematic phonics programme (EEF literacy in KS1,3) • Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills (EEF literacy is KS1,2) • Use high quality information about pupils' current capabilities to select the best next steps for teaching (Improving literacy in KS1,7) • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, 	5,6

	<p>and embeds practice (EEF effective professional development,2)</p> <ul style="list-style-type: none"> • Implement professional development programmes with care, taking into consideration the context and needs of the school (EEF effective professional development,3) 	
Accelerated reader + Fresh Start	<ul style="list-style-type: none"> • Accelerated reader programme (+ 3 months – EEF) • Support pupils to develop fluent reading capabilities (EEF improving literacy in KS2, 2) • Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension (EEF improving literacy in KS2, 3) 	5,6

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

Budgeted cost: £204,654.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress monitoring of PP academic achievements + Interventions (including nurture + family team)	<ul style="list-style-type: none"> • Small group tuition (+4 months EEF) • Teaching assistant interventions (+4 months EEF) • Using simple approaches as part of your regular routine (EEF improving behaviour, 4) • Teach reading comprehension strategies through modelling and supported practice (EEF improving literacy in KS2, 3) • Develop pupils' transcription and sentence construction skills through extensive practice (EEF improving literacy in KS2, 5) • Use high quality structured interventions to help pupils who are struggling with their literacy (Improving literacy in KS2,7 + KS1, 8) • Use high quality assessment to ensure all children make good progress (EEF, preparing for literacy, 6) • Use high quality targeted support to help struggling children (EEF preparing for literacy, 7) • Ensure TA's are fully prepared for their role in the classroom (EEF making best use of teaching assistants, 4) • Use TA's to deliver high quality one-to-one and small group support using structured interventions (EEF Making the best use of teaching assistants, 5) • Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions (EEF Making the best use of teaching assistants, 6) 	5,6
Extended days for year 5 and year 6	<ul style="list-style-type: none"> • Extending the school day (+3 months EEF) • Target teaching and support by accurately assessing pupils needs (EEF improving literacy in KS2, 6) 	

	<ul style="list-style-type: none"> • Deliver appropriately times feedback that focuses on moving learning forward (EEF teacher feedback to improve pupil outcomes, 1) • Enable pupils to develop a rich network of mathematical knowledge (Improving mathematics in KS2, 4) • Use structured interventions to provide additional support (Improving mathematics in KS2, 7) 	
Swimming	<ul style="list-style-type: none"> • This is a requirement of the National Curriculum KS2 	3
EAL teacher to work with children with English as an additional language EAL literature and dual language programmes	<ul style="list-style-type: none"> • Oral language interventions (+7 months EEF) • Prioritise the development of communication and language (EEF Preparing for literacy, 1) • Use high quality targeted support to help struggling children (EEF preparing for literacy, 7) • Develop pupils' transcription and sentence construction skills through extensive practice (EEF improving literacy in KS2, 5) • Use high quality structured interventions to help pupils who are struggling with their literacy (Improving literacy in KS2,7 + KS1, 8) 	6
Support for pupils with additional needs (SENCo)	<ul style="list-style-type: none"> • "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, special educational needs in mainstream Schools,1) 	4,5,6
EYFS	<ul style="list-style-type: none"> • Prioritise the development of communication and language (EEF Preparing for literacy, 1) • Develop children's early reading using a balanced approach (EEF Preparing for literacy, 2) • Embed opportunities to develop self-regulation (EEF Preparing for literacy, 4) • Use high quality targeted support to help struggling children (EEF preparing for literacy, 7) • Use high quality targeted support to help all children learn mathematics (EEF improving mathematics in the early years and KS1, 5) • Use manipulatives and representations to develop understanding (EEF improving mathematics in the early years and KS1, 3) 	5

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

Budgeted cost: £71,625.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational psychologist & SEND advisory team	<ul style="list-style-type: none"> • Create a positive and supportive environment for all pupils, without exception • Build on ongoing, holistic understanding of our pupils and their needs. • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small group and one to one intervention • Work effectively with teaching assistants • Communicate and support families using an assess, plan, do and review approach 	3,4
Magic words (speech and language)	<ul style="list-style-type: none"> • EEF Toolkit - +6 months (Communication and language approaches) • “On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds”. EEF 	2,3,4
Nurture + family group budget	<ul style="list-style-type: none"> • Self regulation strategies (+7 months EEF) • Social and emotional learning (+4 months EEF) • Teach SEL skills explicitly (EEF Improving social and emotional learning in primary schools, 1) • Use a SAFE curriculum (EEF Improving social and emotional learning in primary schools, 4) • Use simple approaches as part of your regular routine (EEF Improving behaviour in schools, 4) • Tailor targeted approaches to meet the needs of individuals in your school (EEF Improving behaviour in schools, 5) 	2,4
Breakfast club including holiday club	<ul style="list-style-type: none"> • “Research shows that a good breakfast can help improve children’s reading, writing and maths performance” (The benefits of breakfast clubs, Toby Lester, 2018) 	1,4
In school experiences	<ul style="list-style-type: none"> • EEF – “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.” 	3
Parental engagement	<ul style="list-style-type: none"> • Parental engagement (+4 months EEF) • Support parents to understand how to help their children learn (EEF, preparing for literacy, 5) 	1,2,4

	<ul style="list-style-type: none">• Critically review how to work with parents (EEF working with parents to support children's learning, 1)• Provide practical strategies to support learning at home (EEF working with parents to support children's learning, 2)• Tailor school communications to encourage positive dialogue about learning (EEF working with parents to support children's learning, 3)• Offer more sustained and intensive support where needed (EEF working with parents to support children's learning, 4)	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Total budgeted cost: £287,268.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics

	All Pupils	Disadvantaged		
		Disd.	No Disd.	Gap
River Bank	86.8%	73.3%	88.9%	-15.6%
National	79.9% (+7.1%)	66.8% (+6.5%)	83.4% (+5.5%)	-16.6% (-1%)
Luton	78.5% (+8.3%)	67.3% (+6%)	81.3% (+7.6%)	-14% (+1.6%)

EYFS % achieving GLD

GLD	RBPS	SEND	PPG (disadvantaged)	Boys	Girls	Luton	National
2022	50%	12%	42%			56.8%	65.2%
2023	50%	12%	40%			58.7%	67%
2024	54%	27%	50%	47.4%	60.7%	62%	67.7%
2025	65.8%	26.7%	55.6%	59%	73.2%	64%	68.3%

		RBPS	Luton	National	SEN	Disadvantaged
Reading	2022	76.3% 30.7%	76.7% 30.7%	74.5% 27.8%	37.5%	91%
	2023	79.8 29.8%	72.4% 25%	72.8% 29.1%	34%	69% 23%
	2024	88.4% 32.6	72.3% 25.7%	74.3% 28.6%	66.7% 12%	84.4% 33%
	2025	81% 85% 91% 34% 37% 42%	75.9% 31.8%	75.1% 33.3%	71% 12%	86% 43%
Writing	2022	64% 1.8%	68.3% 11.7%	69.5% 12.8%	6%	63%
	2023	72.8% 6.1%	70.6% 11.9%	71.5% 13.3%	28%	65% 0%
	2024	81.4% 12.8%	68.3% 10.3%	71.7% 12.9%	54.2%	78.1% 16%
	2025	76% 81% 87% 13% 13% 15%	71.9% 10.5%	72.2% 12.8%	59% 0%	72% 4%
Maths	2022	81.6% 27.2%	75.4% 23.4%	71.4% 22.4%	25%	88%
	2023	83.3% 14%	75.8% 24.3%	73% 23.9%	50%	77% 4%
	2024	91.9% 25.6%	73.8% 23.1%	73.1% 23.9%	75% 8%	90.6% 27%
	2025	89% 93% 96% 32% 33% 34%	76.1% 27.5%	74.0% 26.2%	82% 26%	89% 25%

RWM Combined	2022	60.5% 0.9%	61.4% 6.8%	58.7% 7.2%	6%	61.1%
	2023	62.3% 2.6%	59.7% 7.2%	59.6% 8.0%	17%	56.8% 0%
	2024	76.7% 5.8%	61.0% 6%	61% 8%	41.7%	68.8% 6%
	2025	73% 78% 83% 7% 7% 9%	64.7% 7.0%	62.2% 8.3%	53% 0%	71% 4%
SPAG (Spelling, punctuation and grammar)	2022	77.1% 34.2%		72%		
	2023	86% 34%		73% 31%	56%	79% 19%
	2024	83% 49%		72% 32%	54% 19%	91% 55%
	2025	83% 88% 92% 40% 43% 45%		73% 30%	76% 21%	89% 29%
Science	2022	71%				
	2023	77%		82%	39%	65%
	2024	82%		81%	50%	81%
	2025	74% 81%		82%	53%	75%

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
Speech and language Therapy	Magic Words
RWI	RWI
Accelerated Reader	Renaissance Learning UK
Widget online	Widget online
White Rose Maths & Science	White Rose