



Aston Rowant C+E Primary School

Pupil Premium Strategy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: November 2025

Date of Policy review: November 2027

Head Teacher: Mrs H France

Date: 4th November 2025

Chair of Governors: Mr T Sowerby

Date: 4th November 2025

Our Intent

At Aston Rowant, we are ambitious for every pupil. Our pupil premium strategy is designed to ensure that socioeconomically disadvantaged pupils access the same high-quality, ambitious curriculum as their peers, and achieve well academically while also thriving personally.

Our approach is rooted in early identification, strong relationships and high-quality teaching, ensuring that no pupil is disadvantaged by their starting point or circumstances.

Understanding barriers to learning

Through ongoing assessment and knowledge of our pupils, we have identified the following key barriers:

- Limited vocabulary and language development, impacting access across the curriculum
- Gaps in prior knowledge and wider experiences (cultural capital)
- Lower attendance for a small number of pupils
- Reduced confidence, independence or resilience as learners
- Potential barriers to accessing enrichment opportunities

Our approach

We prioritise a small number of high-impact strategies, carefully aligned to these barriers:

1. High-quality teaching (our main priority)

- Consistent focus on adaptive teaching, ensuring all pupils access the same core learning
- Explicit teaching of vocabulary across the curriculum
- Strong modelling, scaffolding and questioning to support all learners

Evidence shows high-quality teaching has the greatest impact on disadvantaged pupils.

2. Targeted academic support

- Carefully selected, time-limited interventions based on identified need
- Pre-teaching and overlearning where appropriate
- Regular review to ensure impact and avoid over-reliance on withdrawal

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)

3. Wider strategies (removing barriers to learning)

- Strong focus on attendance, including close work with families
- Pastoral support to develop confidence, resilience and readiness to learn
- Full access to trips, enrichment and extracurricular opportunities

We ensure that pupils benefit from the full life of the school, not just academic provision.

Monitoring and evaluation

We evaluate impact through:

- Progress and attainment in lessons and books
- Attendance and engagement
- Participation in wider opportunities
- Pupil voice and confidence in learning

We operate a continuous cycle of review, adapting our approach where needed. Leaders and staff are clear on what is working and where further refinement is needed.

Working in partnership

We work closely with:

- Parents and families, ensuring regular communication and shared understanding
- Staff, who know disadvantaged pupils well and adapt teaching accordingly
- External professionals, where appropriate

Pupils' views are actively sought to ensure their experiences and aspirations shape the support we provide.

Impact

The impact of our approach is seen in:

- Disadvantaged pupils being fully included in classroom learning
- Pupils demonstrating confidence, engagement and ambition
- Strong participation in enrichment and wider opportunities
- Pupils making secure progress from their starting points

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