

Pupil Premium Annual Review 2024-25 – Aston Rowant CE Primary School

Overview

Pupil premium funding has been used to address complex and overlapping barriers, including:

- Emotional wellbeing, trauma and mental health needs
- SEND and neurodevelopmental profiles
- Attendance and engagement challenges
- Financial barriers to full participation in school life

Our approach prioritises: **high-quality teaching, inclusive practice and targeted pastoral support**

1. Barrier Analysis (Review)

Our identified barriers were accurate and remain relevant:

- Emotional regulation and wellbeing (including bereavement and anxiety)
- Access to wider opportunities due to financial constraints
- Social communication and independence
- Attendance as a key barrier for a small number of pupils

We have responded by strengthening:

- Therapeutic provision
- Inclusion and access to enrichment
- Adaptive teaching approaches

2. Review of Provision and Impact

Therapeutic support (Play Therapy / Lego Therapy)

Provision:

- Targeted play therapy and Lego therapy for pupils with SEMH needs

Impact:

- Improved emotional regulation and readiness to learn
- Reduced dysregulation
- Increased engagement in lessons

3. Targeted adult support (Teaching Assistants)

Provision:

- In-class support focused on access, scaffolding and independence

Impact:

- Pupils are able to access the full curriculum alongside peers
- Increased engagement and progress where attendance supports continuity

Evaluation:

- Strongest impact seen where support promotes independence rather than reliance

4. Access to enrichment (trips, residential, swimming)

Provision:

- Financial support for all key experiences including residential

Impact:

- All pupils fully included in school life
- Increased confidence, belonging and social development
- No disadvantaged pupils excluded from core experiences

5. Cultural capital (music provision)

Provision:

- Funded cornet lessons for disadvantaged pupils

Impact:

- Increased engagement and enjoyment of school
- Development of resilience, discipline and confidence
- Removal of inequity in access to music provision

6. Attendance and engagement

Provision:

- Attendance monitoring and targeted support for families
- Adjusted timetables and pastoral support

Impact:

- Improved engagement for some pupils
- Attendance remains a key barrier in a small number of complex cases

Overall Impact

- Pupils are fully included in classroom learning and wider school life
- Improved emotional regulation and readiness to learn
- Strong participation in enrichment opportunities
- Pupils making secure progress from their individual starting points

7. What We Have Learned

- Therapeutic support has a significant impact on readiness to learn
- Access to experiences is essential, not additional
- Attendance remains the biggest barrier to progress for some pupils
- TA deployment must focus on independence, not dependency

8. Priorities for 2025–26

- Strengthen adaptive teaching for neurodivergent pupils
- Continue targeted therapeutic and pastoral support
- Improve attendance through more intensive family engagement
- Further refine deployment of adult support to maximise independence

Summary

Given the complex pastoral and SEND needs of our pupils, we have prioritised therapeutic support, inclusion and access to opportunity. This is enabling pupils to engage more successfully in school and make meaningful progress.