



Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

We have used guidance on [using pupil premium](#) to help support and inform our strategy statement.

School overview

Detail	Data
School name	Takeley Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Victoria Marrow (CEO)
Pupil premium lead	Claire Phillips (Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,673
Total budget for this academic year	£83,673

Part A: Pupil premium strategy plan

Statement of intent

'Learning, Achieving and Enjoying Together'

The primary purpose of our school is to ensure all our children **learn**. When children make progress in their learning a sense of **achievement** and a feeling of satisfaction in a job well done will follow. **Enjoyment** is a key factor that promotes learning as a lifelong skill that goes beyond just their school days, but supports them well throughout their working lives. Developing together both **teamwork** and **independence** is essential to enhance learning, personal and social skills, so that all children one day can play their part in future societies and help shape the world that we will live in.

Challenges

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

Challenge number	Detail of challenge
1	Lower-level experience and attainment in academic skills (Reading, Writing, Maths)
2	SEMH - wellbeing and safeguarding concerns
3	LAC or SEND/Pupil Premium Combination
4	Family engagement and support in learning activities
5	Accessing enrichment and extra-curricular activities
6	Attendance and levels of persistent absence

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
<p>1. <i>The level of academic experience in the relevant areas/s has been increased</i></p> <p><i>Targeted academic support</i></p>	<p>Children will have made accelerated progress or be attaining in line with non-PP peers to close the attainment gap to their peers in school in Reading, Writing and Mathematics.</p> <p>PPF funding will target those children currently falling behind to help address gaps in their learning to help accelerate progress made to enhance the day-to-day high quality learning so that the gap between disadvantaged children and their peers narrow.</p> <p>By July 2027:</p> <ul style="list-style-type: none">•The attainment gap between PPG and non-PPG pupils in combined Reading, Writing and Maths at KS2 reduces.

	<ul style="list-style-type: none"> • PPG pupils make at least expected progress from their starting points in Reading, Writing and Maths
<p>2. <i>Social and emotional issues have been identified and barriers removed in order to access social situations and learning more effectively</i></p>	<p>The number and frequency of behaviour related incidents linked to SEMH have dropped.</p> <p>Pupils have increased rates of progress or attainment.</p> <p>Pupils have a safe space to talk through with an appropriate adult any anxieties. All pupils are able to express their emotions in a positive way reflecting on how they are feeling.</p> <p>The Welfare and Inclusion Manager, Mental Health Champion and Safeguarding Leads seek external support to refer families to wider services.</p> <p>By July 2027:</p> <ul style="list-style-type: none"> • SEMH-related behaviour incidents for PPG pupils reduce • PPG pupils with identified SEMH needs have a personalised support plan reviewed termly
<p>3. <i>Pupils who are Pupil Premium and SEND or LAC have not been disadvantaged by their personal combination of challenges</i></p>	<p>Pupils who live with one or more of the above challenges and are also a diagnosed SEND are making accelerated progress or attaining in line with non-PP peers</p> <p>By July 2027:</p> <ul style="list-style-type: none"> • PPG/SEND pupils make at least expected progress from their starting points against personalised targets in their support plans • The attainment gap between PPG/SEND pupils and non-PPG/non-SEND pupils narrows • 100% of PPG/LAC pupils have termly meetings between designated teacher, Virtual School Head and social worker • 100% of PPG/LAC pupils have an up-to-date Personal Education Plan (PEP) reviewed at least termly
<p>4. <i>Pupils are able to be supported in their learning and development in their family setting</i></p>	<p>Parents and carers are engaging with the school and learning strategies and methods to support their child in formal and informal learning.</p> <p>By July 2027:</p> <ul style="list-style-type: none"> • Parent engagement in school events/workshops increases • 80% of PPG families attend at least one parent consultation per year • 90% of PPG families engage with home learning activities (evidenced through ClassDojo, reading records, homework completion)

<p>5. <i>To increase involvement in extra curricular activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.</i></p>	<p>Pupil Premium children are able to access all activities on offer throughout school irrespective of social barriers, including access for individual pupils to participate in educational visits and enrichment opportunities.</p> <p>By July 2027:</p> <ul style="list-style-type: none"> • 100% of PPG pupils participate in at least one subsidised extra-curricular club per term (compared to 33% uptake in 2024) • 100% of PPG pupils participate in all educational visits and enrichment opportunities with no child missing out due to financial barriers • 90% of PPG pupils participate in at least one cultural/arts activity per year (theatre trips, music, art workshops) • 100% of Year 6 PPG pupils attend the residential visit
<p>6. <i>To increase attendance of Pupil Premium.</i></p>	<p>Pupil Premium children will have attendance in line with non-Pupil Premium and national expectations.</p> <p>By July 2027:</p> <ul style="list-style-type: none"> • PPG attendance increases, in line with national expectations and non-PPG peers • Persistent absence (below 90%) for PPG pupils reduces • Severe absence (below 50%) for PPG pupils reduces to 0% • The attendance gap between PPG and non-PPG pupils reduces

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,254.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching</i></p> <p><i>Continued provision of quality first teaching in class to raise standards of learning through effective teaching strategies including adaptation of learning, differentiation and use of LSAs.</i></p>	<p>EEF Toolkit:</p> <p>High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>+5 months progress</p> <p>The EEF's tiered approach prioritises teaching as the foundation of effective pupil premium spending. This is fundamental in the progress of all of our children. Teachers are monitored by SLT on a regular basis and a newly formed Development Team will support professional dialogues to ensure that high standards are maintained across the school.</p>	<p>1, 2, 3</p>
<p><i>Deployment of Pastoral, Welfare and Inclusion Manager and Leader of SEND</i></p>	<p>EEF Toolkit – Social and Emotional Learning:</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>+4 months progress</p> <p>Our Welfare and Inclusion Leader, working alongside our Leader of SEND (& Designated Teacher) to champion disadvantaged meaning there is a clear overview of pupils identified as SEND as well as those identified as being in receipt of PP funding. The Champion will support pastoral support within the school as well identify updates and relevant training for staff.</p>	<p>2, 3, 4, 6</p>
<p><i>CPD</i></p>	<p>EEF Guidance Report - Effective Professional Development:</p> <p>Professional development is likely to have a greater effect on student outcomes when it is sustained over time, involves expert support or coaching, and focuses on specific curriculum content and pedagogical strategies.</p> <p>It is important that as professionals we seek to keep our practice as current as possible and in</p>	<p>1, 2, 3</p>

	line with new developments in pedagogy. In seeking the latest training and information this can be disseminated through the school to enhance all practice.	
CPD <i>Trauma Perceptive Practice</i>	<p>EEF Toolkit – Behaviour Interventions: Both targeted interventions and universal approaches can have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where needed. +4 months progress</p> <p>EEF Guidance - Working with Parents to Support Children's Learning: Understanding a pupil's context will inform effective responses. Every pupil should have a supportive relationship with a member of school staff.</p>	2, 3, 4

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

Budgeted cost: £18,418.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Personalised or small group Intervention</i>	<p>EEF Toolkit - Small Group Tuition: Small group tuition has an average impact of four additional months' progress, on average, over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. +4 months progress Moderate impact for moderate cost based on extensive evidence</p> <p>EEF Toolkit - One to One Tuition: One to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. +5 months progress</p>	1, 3
<i>In-class support – LSA to support PP children as focus with writing or maths skills within the whole class situation</i>	<p>EEF Guidance Report - Making Best Use of Teaching Assistants: TAs should not be used as an informal teaching resource for low attaining pupils. Use TAs to add value to what teachers do, not replace them. Ensure TAs are fully prepared for their role in the classroom through structured training and regular feedback.</p>	1, 2, 3

	<p>EEF Toolkit - Teaching Assistant Interventions: TAs can have a positive impact on academic achievement when they deliver structured interventions or support high-quality teaching (+4 months).</p> <p>Across Year groups, LSAs will be used to support children within lessons to consolidate whole class learning and ensure that the children do not have misconceptions within the lessons and where these do occur that they are addressed swiftly.</p>	
<p><i>Small group tutoring for identified PP children to develop confidence and stamina as well as academic understanding</i></p>	<p>EEF Toolkit - Small Group Tuition: Small group tuition has an average impact of four additional months' progress, on average, over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Tuition in groups of two to five has been shown to be effective, and it is important to avoid groups being too large. +4 months progress</p> <p>EEF Toolkit - One to One Tuition: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. The approach is most effective when delivered by qualified teachers, but can also be delivered effectively by trained TAs. +5 months progress</p> <p>High impact for moderate cost based on extensive evidence</p> <p>EEF Blog - Metacognition and Self-Regulated Learning: Teaching pupils strategies to plan, monitor and evaluate their learning can support the development of confidence and independent learning skills. This is particularly beneficial for disadvantaged pupils who may lack these strategies.</p> <p>Small group tutoring allows for targeted academic support whilst also building pupils' confidence, stamina and self-regulation skills essential for independent learning.</p>	

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

Budgeted cost: £10,000 (does not include top-up swimming for year 6 Sports Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Welfare and Pastoral Support (Safeguarding and Social and Emotional Learning)</i></p>	<p>EEF Toolkit - Social and Emotional Learning: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. +4 months progress</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>EEF Toolkit - Behaviour Interventions: Targeted interventions matched to specific students with particular needs can be effective. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. +4 months progress</p>	<p>2, 3, 4, 6</p>
<p><i>Attendance Management</i></p>	<p>EEF Attendance Interventions Rapid Evidence Assessment (2022): Approaches that combine monitoring and communication with parents, with follow-up support for families, appear promising. Many approaches aim to be responsive to the reasons for low attendance by an individual pupil. One of the key characteristics across all of these approaches is monitoring and identification of pupils that need attendance support and the reasons for low attendance.</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>DfE Working Together to Improve School Attendance (2024): Schools should have a clear school attendance policy which all staff, pupils and parents understand. The policy should include the school's expectations and explain how attendance will be monitored and improved.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Extra-curricular clubs – a range of extra-curricular activities are offered by the school some of which are run by external agencies and require payment</i></p>	<p>EEF Toolkit - Arts Participation: Overall, the impact of arts participation on academic learning appears to be positive but moderate (+3 months). Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>+3 months progress</p>	<p>2, 5,6</p>

	<p>EEF Toolkit - Physical Activity: The evidence on physical activity suggests that it can support pupils' academic performance in addition to having wider benefits for health and wellbeing (+1 month).</p> <p>To provide a range of opportunities and equal access for all children and promote healthy and active lifestyles. This will enhance their sense of self-worth leaving them ready to learn and believe they can achieve. One per term on request of parent.</p>	
<p><i>School visits, residential stays and milk are subsidised to ensure access for all pupils</i></p>	<p>EEF Toolkit - Aspiration Interventions: Interventions which aim to raise aspirations can have a positive impact on academic outcomes. However, the evidence suggests that raising aspirations alone is not sufficient. Aspiration interventions appear to be most effective when they are linked to specific goals and include activities or steps to achieve them.</p> <p>EEF Blog - Cultural Capital and School Trips: Enrichment activities can build cultural capital and provide experiences that disadvantaged pupils may not otherwise have access to. These experiences can broaden horizons, raise aspirations and support academic learning.</p> <p>This will raise aspirations, motivation and engagement of all children. It is also vital in giving purpose to and support academic studies.</p>	2, 5, 6
<p><i>Use Breakfast Club to support families with lateness or attendance issues to support a calm and focused start to the day</i></p>	<p>EEF Toolkit - Breakfast Clubs: There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, with an average impact of approximately two months' additional progress. Breakfast clubs that offer a free and nutritious meal before school can boost pupils' academic performance, particularly in disadvantaged areas.</p> <p>+2 months progress</p> <p>Moderate impact for very low cost based on limited evidence</p> <p>Children who attend Breakfast Club are shown to settle much better into the start of their school day and being better ready to start learning.</p>	1, 2, 6

Total budgeted cost: £83,673

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

Measure	Score
<i>Meeting expected standard at KS2</i>	45.5% ARE in Reading, Writing and Maths compared to 80.4% for non-disadvantaged children
<i>Achieving high standard at KS2</i>	0% ARE in Reading, Writing and Maths compared to 15.2% for non-disadvantaged children

Aim	Outcome
Encourage reading for pleasure and develop reading skills.	All PPG children were given a book from the book fair to encourage reading at home. All children took up this offer.
Enrichment opportunities undertaken for developing 'cultural capital'	4 children supported with payment for whole school theatre trip
<i>Access to milk for all children</i>	All PPG children offered funded milk - 5 PPG children opted to undertake this offer for 2024-2025
<i>Continued provision to provide quality first provision in class and for homework to raise standards of learning through effective teaching strategies including use of LSAs, differentiation and use of ICT at home.</i>	LSAs were effectively used to support PPG children – in some instances, through effective individual learning plans set with the class teacher and Inclusion Manager.
Target children in Years 6 to help them overcome barriers to learning over the Spring term 2025	After school Maths boosters and before school Reading, spelling and Maths tuition groups supported 5 Year 6 PPG pupils to 'gap fill'. In Reading, 100% achieved ARE. In Writing, 80% achieved ARE In Maths, 100% achieved ARE.
<i>Use Breakfast club to support families with lateness or attendance issues to support a calm and focused start to the day.</i>	11 PPG children regularly used the Breakfast Club provision.
<i>Enable free access to an after-school club each week to help enrich a broader school experience</i>	All PPG children offered paid for clubs once a term. 1/3 took up this offer.
<i>Ensure funding to support school visitors and visits including Year 6 residential trip enables all children to participate.</i>	All trips are supported for PPG children if requested. 1 Year 6 PPG children had the Year 6 residential discounted.
<i>All children have access to high quality swimming provision so that they met the expected standard at the end of KS2.</i>	All Year 4 and Year 5 PPG children paid for – PPG children were covered if requested.

Develop pupils' emotional literacy and self-regulation skills	5 PPG children undertook the DESTY programme
<p>Reflective Analysis: Impact, Learning and Strategic Development</p> <p><u>What worked well</u></p> <ul style="list-style-type: none"> • Our focused tuition programme for Year 6 PPG pupils demonstrated significant impact, with 100% achieving ARE in Reading and Maths, and 80% in Writing. Short, intensive, teacher-led interventions in the term leading up to assessments are highly effective for closing specific gaps. • 11 PPG children (23% of our PPG cohort) regularly accessed Breakfast Club. Breakfast Club provides more than nutrition - it offers a calm, structured start that particularly benefits pupils from chaotic home environments. <p><u>What had limited impact or uptake</u></p> <ul style="list-style-type: none"> • Extra-Curricular Clubs - Low Uptake (33%): Despite offering one free club per term, only 1/3 of PPG pupils took up this opportunity. Simply offering funding is not enough - we need to actively remove practical and emotional barriers. Pupils need encouragement and 'buddying' to build confidence to try new activities. • Attainment Gap - Insufficient Progress: The 34.9 percentage point gap between PPG and non-PPG pupils at KS2 (45.5% vs 80.4%) represents our most significant challenge. While individual interventions showed impact, the overall gap has not narrowed sufficiently. Earlier intervention is critical and PPG/SEND pupils need bespoke approaches • Milk Provision - Minimal Uptake: Only 5 PPG children opted for funded milk despite all being offered it. Continue to offer but don't over-invest resources in promoting. Focus funding on higher-impact nutritional support through Breakfast Club instead. <p><u>Key Strategic Shifts for 2025-2027</u></p> <p>Based on this reflective analysis, our revised strategy prioritises:</p> <ul style="list-style-type: none"> • Earlier identification and intervention from Year 1 • Strengthening quality first teaching as the foundation • Building attendance from the start rather than responding to persistent absence • Investing in Pastoral, Welfare and Inclusion Manager time to build trust with families • Creating a culture where PPG pupils feel valued and supported • Developing staff understanding of disadvantage through Trauma Perceptive Practice • Not assuming families will ask for help - offering support proactively • Addressing practical barriers (transport, timing, confidence) not just financial ones • Making enrichment opportunities accessible and appealing • Every teacher responsible for PPG progress, not just interventions • Robust monitoring and evaluation systems in place • Willingness to stop activities that aren't working and try different approaches 	

Externally provided programmes

Programme	Provider
ClassDojo	www.classdojo.com
Google Classroom	Google
Spelling Frame	www.spellingframe.co.uk
Nelson Handwriting	Oxford Owl
White Rose Mathematics	https://whiterosemaths.com
Olympic Times Tables	TES
Times Table Rockstars	https://trockstars.com
RE Scheme	Saffron Trust
Grammarsaurus	https://grammarsaurus.co.uk/portal/

Twinkl	https://twinkl.co.uk
Get Set 4 PE	Get Set for Education
DESTY Programme	Desty