

Pupil premium strategy statement – William de Yaxley CE Academy



Toto Corde Meo
'With All Our Hearts'

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	206
Proportion (%) of pupil premium eligible pupils	58 pupils/28.1%
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)	2025 – 26 – to 27- 2028
Date this statement was published	31/12/2025
Date on which it will be reviewed	June 2026
Statement authorised by	Kay Corley (Headteacher)
Pupil premium lead	Kay Corley (Head Teacher)
Governor / Trustee lead	Jenny Daniels (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90345
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£90345
<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>	

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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, and where appropriate, redress the balance, including progress for those who are already high attaining pupils.

We will consider the challenges faced by our 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, for example: basic skills within core subjects of Reading, Writing and Maths. 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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected, paying particular attention to Year 6 pupils, but also targeted intervention in all year groups especially Year 3, in order that these newly joined pupils make a strong start to their Key Stage Two education.

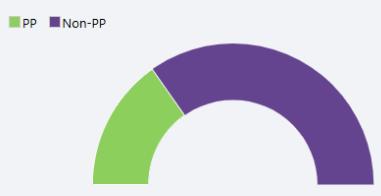
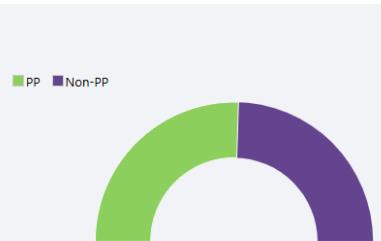
Our approach will be responsive and dynamic in nature, to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

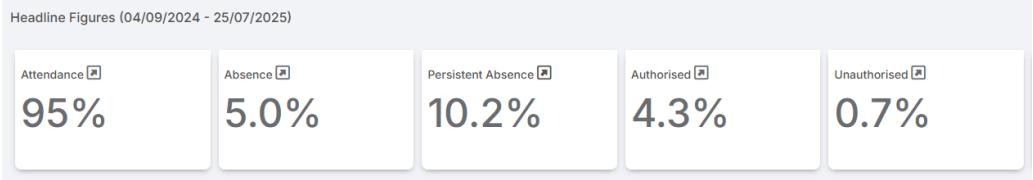
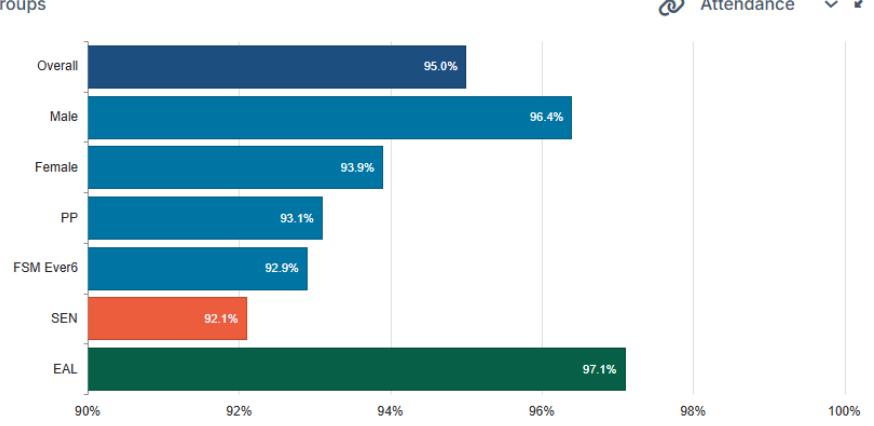
- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge																																														
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 and throughout KS2 in general, and more prevalent among our disadvantaged pupils than their peers.</p>																																														
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. (WCPM – Word Count Per Minute as assessed).</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;">  <p>A gauge shows the overall gap between the two groups across all year groups selected in the filters above.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>PP vs Non-PP</th> <th>ARE Range</th> <th>Mathematics</th> <th>Reading</th> <th>WCPM</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3EXS vs 3EXS</td> <td>Non-PP +13.78%</td> <td>Non-PP +17.65%</td> <td>Non-PP +20.67%</td> <td>Non-PP +2.86%</td> </tr> <tr> <td>4</td> <td>4EXS vs 4EXS</td> <td>Non-PP +30%</td> <td>Non-PP +27.62%</td> <td>Non-PP +12.38%</td> <td>N/A</td> </tr> <tr> <td>5</td> <td>5EXS vs 5EXS</td> <td>PP +0.96%</td> <td>Non-PP +5.4%</td> <td>PP +11.43%</td> <td>N/A</td> </tr> </tbody> </table> <p>On entry data for Year groups 3 – 5 Aut 2025 indicates that the overall gap between PP and Non-PP pupils is on average 37.89%. However, there is good evidence to show that the gap is diminishing by the time pupils start in Year 5, and that PP Pupils are excelling and out-performing non – pupil premium pupils as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>PP vs Non-PP</th> <th>ARE Range</th> <th>Mathematics</th> <th>Reading</th> <th>WCPM</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5EXS vs 5EXS</td> <td>PP +0.96%</td> <td>Non-PP +5.4%</td> <td>PP +11.43%</td> </tr> </tbody> </table> <p>Year 6 2024/25: End of Key Stage Two outcomes</p> <p>In-house data indicates that the gap is closing from the starting point of an average of 37%+</p> <p>However, the differential between PP and Non-PP pupils remains significant:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>PP vs Non-PP</th> <th>ARE Range</th> <th>Mathematics</th> <th>Reading</th> <th>WCPM</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6EXS vs 6EXS</td> <td>Non-PP +19.3%</td> <td>Non-PP +7.14%</td> <td>N/A</td> <td>Non-PP +2%</td> </tr> </tbody> </table> </div>	PP vs Non-PP	ARE Range	Mathematics	Reading	WCPM	Writing	3	3EXS vs 3EXS	Non-PP +13.78%	Non-PP +17.65%	Non-PP +20.67%	Non-PP +2.86%	4	4EXS vs 4EXS	Non-PP +30%	Non-PP +27.62%	Non-PP +12.38%	N/A	5	5EXS vs 5EXS	PP +0.96%	Non-PP +5.4%	PP +11.43%	N/A	PP vs Non-PP	ARE Range	Mathematics	Reading	WCPM	5	5EXS vs 5EXS	PP +0.96%	Non-PP +5.4%	PP +11.43%	PP vs Non-PP	ARE Range	Mathematics	Reading	WCPM	Writing	6	6EXS vs 6EXS	Non-PP +19.3%	Non-PP +7.14%	N/A	Non-PP +2%
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4	<p>Our assessments (Safeguarding dashboard) observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to Anxiety and Neuro -divergent behaviours (diagnosed and undiagnosed), including an increase in EBSA behaviours. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high.</p> <p>CPOMS evidence indicates the following:</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <ul style="list-style-type: none"> • After date: Wed 04 September 2024 • Before date: Fri 25 July 2025 • Logged in any of these categories: Mental Health & Well-being Concern, Mental Health & Well-being Assessment & Intervention </div> <div style="flex: 1; text-align: right;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Category</th> <th style="text-align: right;">Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>all</td> <td style="text-align: right;">354</td> </tr> <tr> <td>Mental Health & Well-being Assessment & Intervention</td> <td style="text-align: right;">303</td> </tr> <tr> <td>Mental Health & Well-being Concern</td> <td style="text-align: right;">58</td> </tr> <tr> <td>Totals (unique)</td> <td style="text-align: right;">354</td> </tr> </tbody> </table> </div> </div> <p>30/58 pupils who have a Mental Health and Well – being concern logged (all of which are eligible for Pupil Premium) currently require additional support with social and emotional needs, and have worked with or are currently working with a Learning Mentor in school, or have been provided support for Emotional well – being and literacy by the SENDCo.</p>	Category	Number of Incidents	all	354	Mental Health & Well-being Assessment & Intervention	303	Mental Health & Well-being Concern	58	Totals (unique)	354								
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5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.2% - 2.6% lower than for non-disadvantaged pupils.</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95%</td> </tr> <tr> <td>Absence</td> <td>5.0%</td> </tr> <tr> <td>Persistent Absence</td> <td>10.2%</td> </tr> <tr> <td>Authorised</td> <td>4.3%</td> </tr> <tr> <td>Unauthorised</td> <td>0.7%</td> </tr> </tbody> </table> <p>Groups</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.0%</td> </tr> <tr> <td>Male</td> <td>96.4%</td> </tr> <tr> <td>Female</td> <td>93.9%</td> </tr> <tr> <td>PP</td> <td>93.1%</td> </tr> <tr> <td>FSM Ever6</td> <td>92.9%</td> </tr> <tr> <td>SEN</td> <td>92.1%</td> </tr> <tr> <td>EAL</td> <td>97.1%</td> </tr> </tbody> </table> <p>0% of disadvantaged pupils have been 'persistently absent' compared to 1 child who is not eligible for PP within this academic year.</p> <p>The difference between pupil premium pupils and non-pupil premium pupils in terms of attendance is 0.5% - showing great impact of the work we do around encouraging great attendance for all pupils.</p>	Category	Percentage	Attendance	95%	Absence	5.0%	Persistent Absence	10.2%	Authorised	4.3%	Unauthorised	0.7%	Group	Attendance Percentage	Overall	95.0%	Male	96.4%	Female	93.9%	PP	93.1%	FSM Ever6	92.9%	SEN	92.1%	EAL	97.1%
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard (in-line with Trust expectations)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged

	pupils met the expected standard (in-line with Trust expectations)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in big behaviours such as: absconding
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <p>The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 8% lower than their peers.</p>

Activity in this academic year 2025/26

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: **£ 58095.53** (SENDCO, HLTA, SEN TA, Various screening tools and diagnostics, planning and teaching resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: For example – Maths Dynamo, FAGUS,	1, 2, 3,

Training for staff to ensure assessments are interpreted and administered correctly.	PiXL, Dyslexia Screening tools, Sounds Write membership (including assessment and intervention materials) <u>Diagnostic assessment EEF</u>	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Teaching and Learning Toolkit EEF</u> Trust-wide support for: FASE/AIR approaches in whole class reading Specified teaching sequences including narrative and disciplinary vocabulary (explicitly taught and orally rehearsed, including definition and application into independent writing)	1
Purchase of membership to the Sounds Write linguistic Phonics scheme/approach to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <u>Phonics Teaching and Learning Toolkit EEF</u>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access to the Maths Hub resources and CPD (including Teaching for Mastery training) and further NPQ Leadership qualifications.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Mathematics guidance: key stages 1 and 2</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u>	3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved	4

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): School will continue to prioritise Mentorship for those pupils identified as being challenged in this area through organisations such as KICK and CROPS, plus a dedicated SEN TA to provide administrative support for the SENDCo who oversees this provision.</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£16,328.00** (*Tutoring, subject release, Targeted interventions – Sounds Write membership*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><u>Tutoring: guidance for education settings</u></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with Sounds Write approaches and training by trained TA's in school.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics Teaching and Learning Toolkit EEF</u></p>	2

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

Budgeted cost: **£ 15921.47** (Nurture/Emotional resources, DSL's / MHFA, Attendance Champion and Admin)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school, including the purchase of Widget and Emotional Well Being cards.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £90345.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline of the performance of our disadvantaged pupils in the previous academic year 24/25 and explain how it has been assessed.

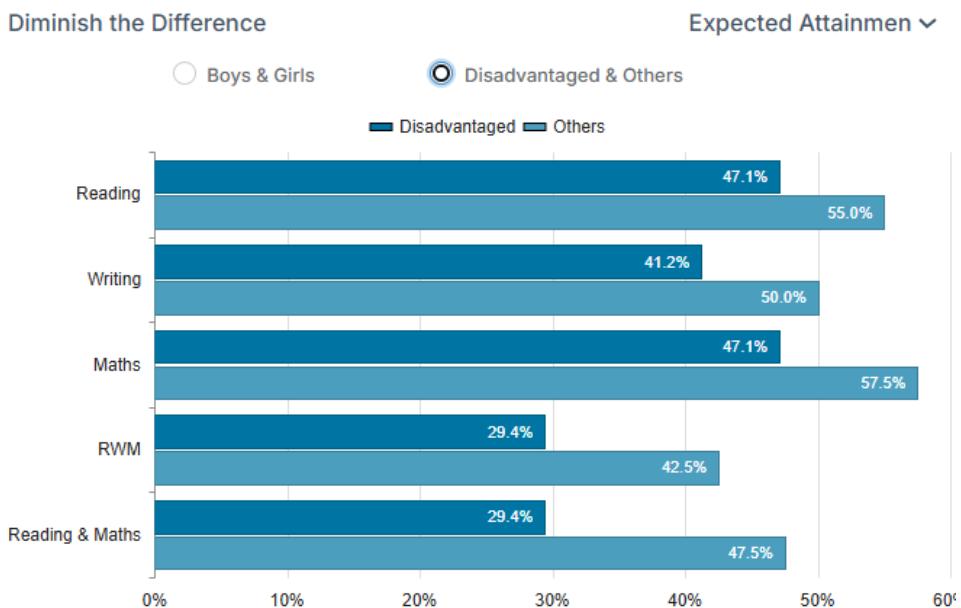
Year 6 2024/25:

Cohort overview:

8	SEN	20	35.1%
9	Non SEN	37	64.9%
10	EAL	4	7.0%
11	LAC	0	0.0%
12	FSM	17	29.8%

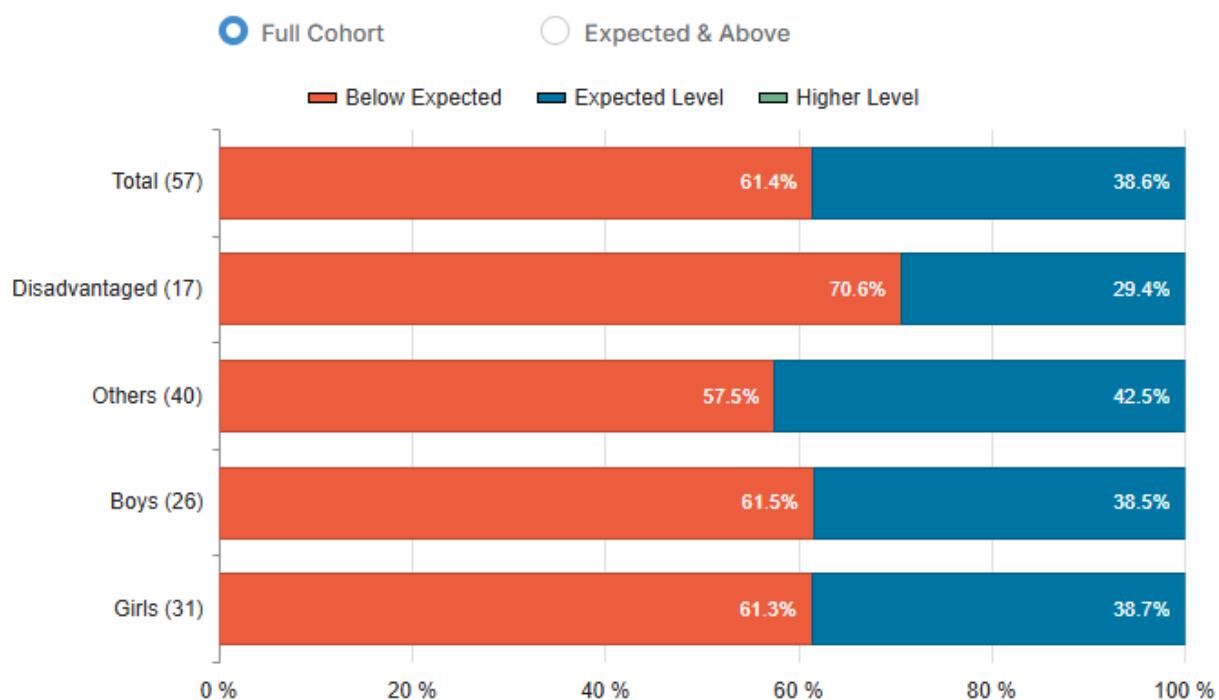
This cohort of pupils was particularly challenging with respect to the high level of identified SEND need (35% in total), and also a third of the cohort being eligible for FSM.

Using national data the outcomes were as follows:



Attainment

RWM



Cohort				Prior Attainment		Reading				
#	Name	Students	Students %	Prior KS1 Expected+ RWM	Prior KS1 Expected+ %	Count Expected+ Standard	Expected+ Standard %	National %	Count Higher Standard	Higher Standard %
1	Total	57	100.0%	0	0.0%	30	52.6%	74.0%	9	15.8%
2	Disadvantaged	17	29.8%	0	0.0%	8	47.1%	0.0%	0	0.0%
3	Others	40	70.2%	0	0.0%	22	55.0%	0.0%	9	22.5%
4	Difference	23	40.4%	0	0.0%	14	7.9%	0.0%	9	22.5%

Writing				
Count Expected+ Standard	Expected+ Standard %	National %	Count Higher Standard	Higher Standard %
27	47.4%	72.0%	0	0.0%
7	41.2%	0.0%	0	0.0%
20	50.0%	0.0%	0	0.0%
13	8.8%	0.0%	0	0.0%

Maths					
Count Expected+ Standard	Expected+ Standard %	National %	Count Higher Standard	Higher Standard %	
31	54.4%	73.0%	3	5.3%	
8	47.1%	0.0%	0	0.0%	
23	57.5%	0.0%	3	7.5%	
15	10.4%	0.0%	3	7.5%	

WDYA difference between Disadvantaged students and Non-disadvantaged students ranging from 7.9% for Reading, to 10.4% for Writing.

This is in-line with differences calculated within the Trust for Reading, a higher differential for Writing (+3.4%) and less of a differential for Maths (-6.2%).

Evidencing the impact our Reading and Maths tutoring provided.

Writing – The starting point for these children was extremely low, when they joined from KS1, with less than 50% of pupils being assessed as achieving a secure Age Related Expectation in this area.

These children were also part of the cohort who experienced COVID Lock-Down, as well have having a high level of recognised need and eligibility for FSM. Tuition was implemented, but the gaps in knowledge and low attaining starting point was too big a gap to fix in the time we had them.

Staffing challenges and low levels of attendance for specific pupils within the year group also impacted on overall outcomes.

- Comparison to local and national averages

Trust-wide comparative data;



School level data:

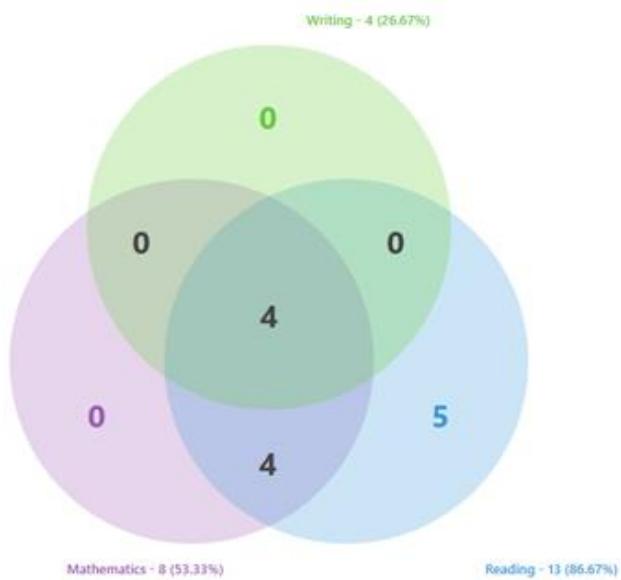
- Information from summative and formative assessments the school has undertaken.

Other year groups: end of 2024-25:

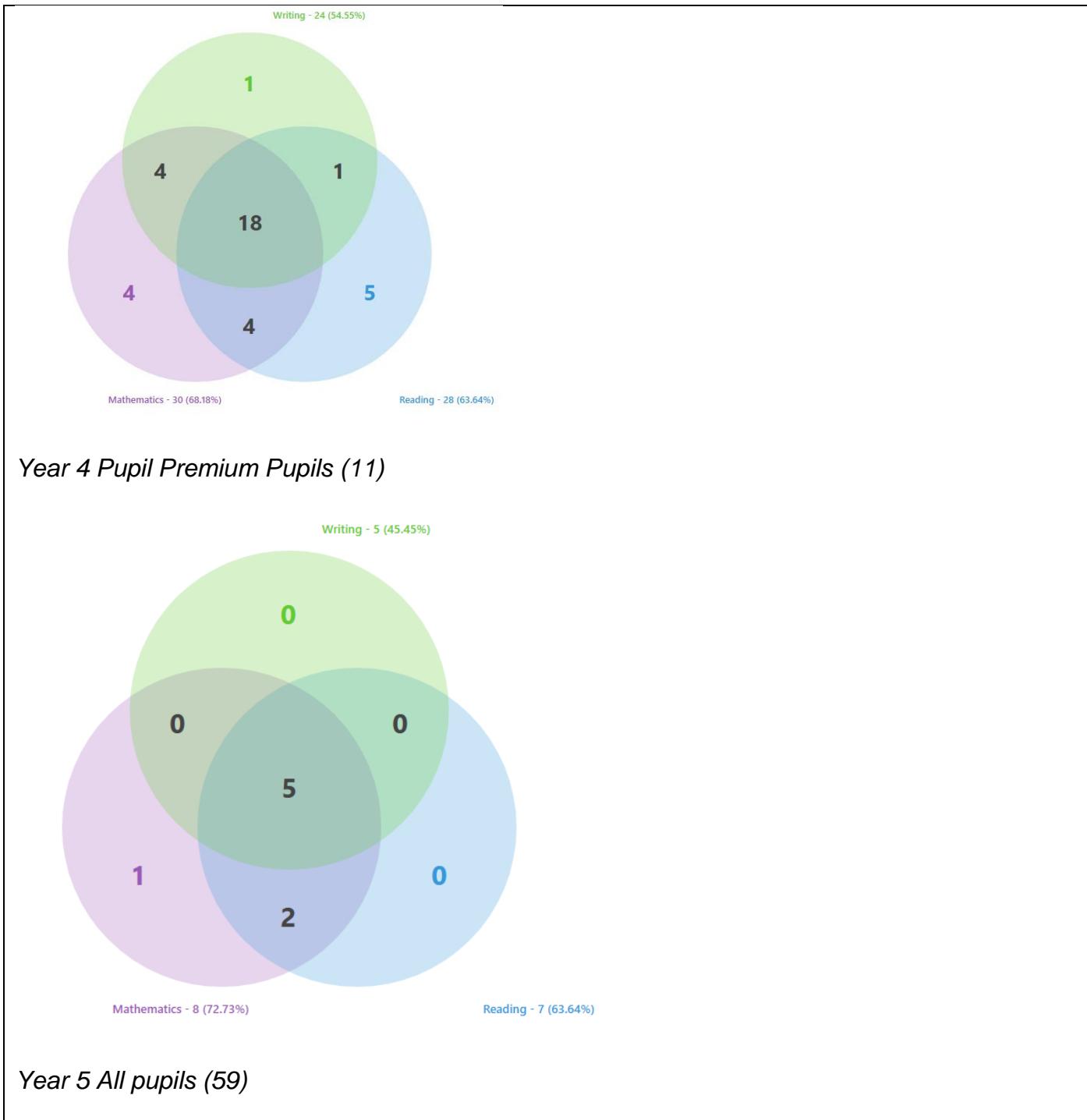
Year 3: All pupils (49)



Year 3: Pupil Premium pupils: (16)

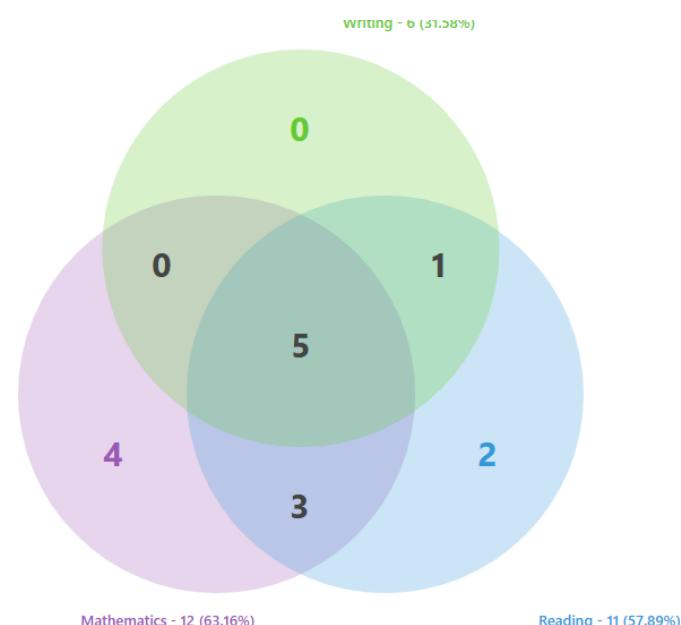


Year 4: All pupils (44)





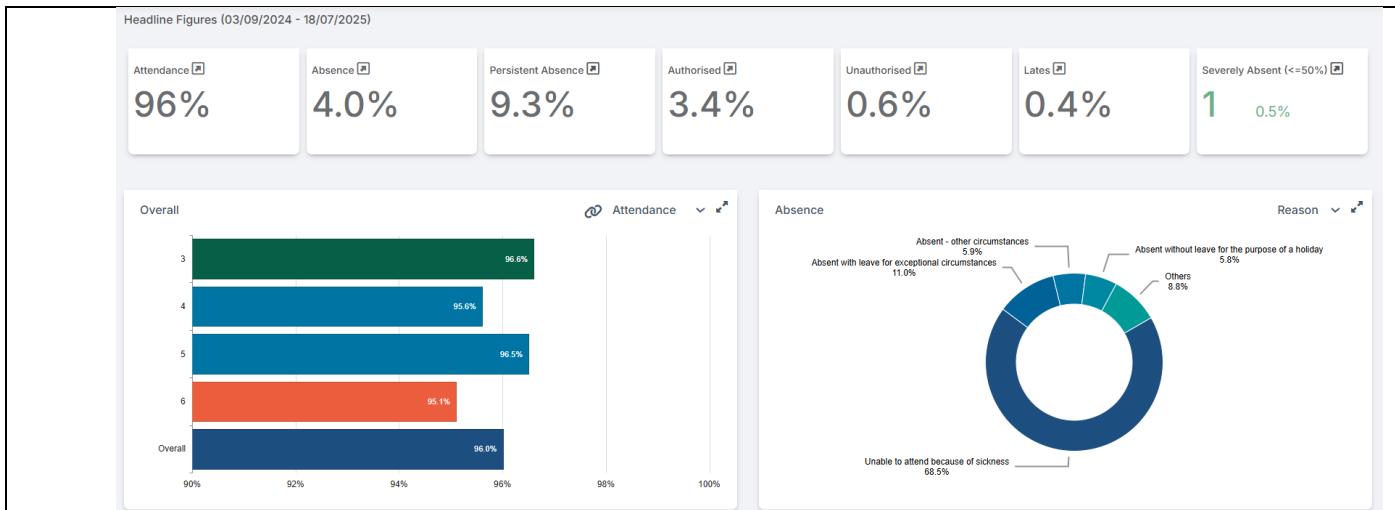
Year 5 Pupil Premium Pupils (19)



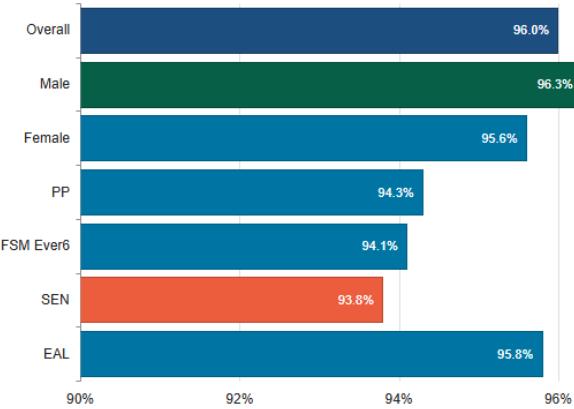
Writing remains the key focus for accelerated improvement, whilst continuing to increase outcomes by a further 20%+ for Reading and Maths as compared to National outcomes 2024/25. Combined attainment has also been targeted to be in-line with National figures from 2024/25.

Attendance:

All V Disadvantaged:



Groups

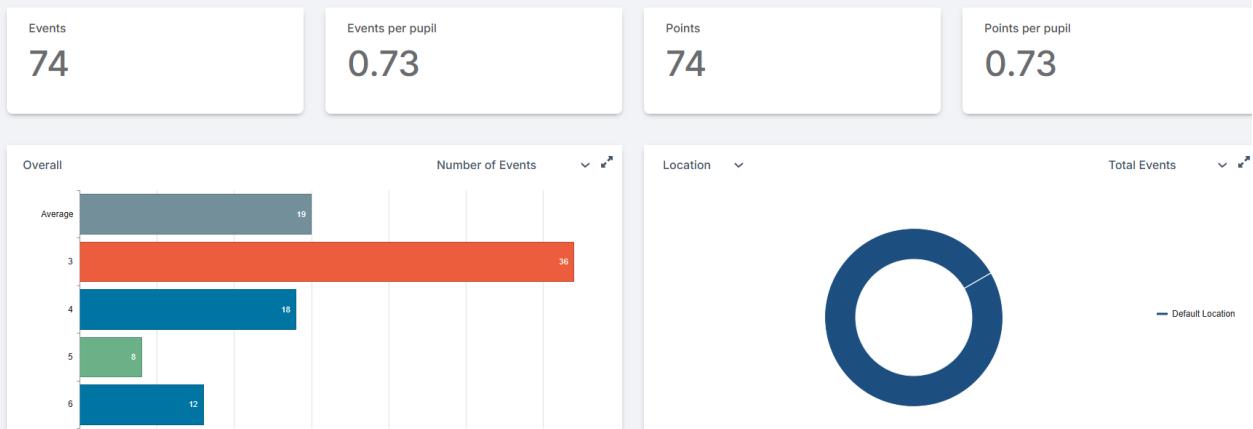


- 175 emails were issued reporting Attendance had slipped below 95% - 91%
- 4 support meetings were diarised
- 0 Fines were issued.

There remains a difference of 1.7% between Non-PP and PP pupils overall attendance

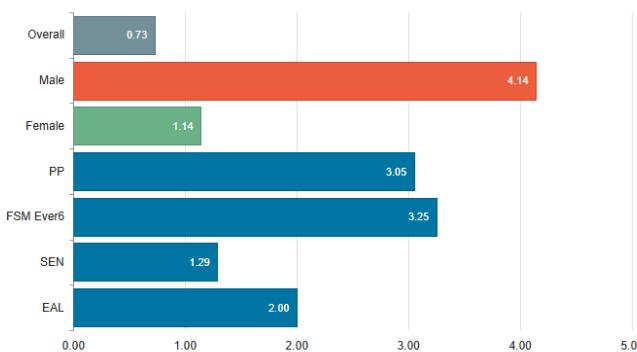
Behaviour: All V PP

Negative Behaviour (02/09/2024 - 18/07/2025)



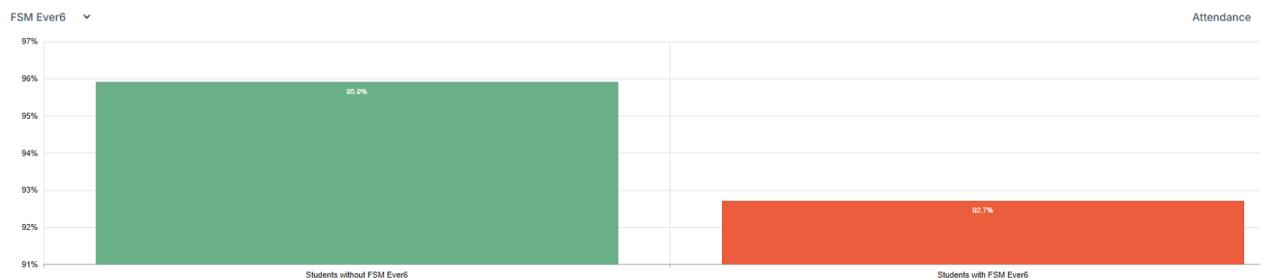
Groups

Events Per Pupil



Our trajectory of Attendance is improving year on year: for non – FSM Ever6 pupils and For those pupils defined as FSM Ever6:

2022-2023



2023-2024



2024-2025



This improvement continues and our work in this area has been recognised as high when compared to like schools by the DfE Aut 1 2025.

Establishment Name	Min ABIE Target 25/26	Att 25/26	Att1	Att Rank 25/26	Aut1	PA rank 25/26
William De Yaxley CofE Academy	96.1%	97.1%	1st		3rd	

Behaviour: Mental Health and Well Being initiative impact

Incidents of negative behaviours exhibited by pupils who are in receipt of PP is nearly 4x as many per child as the overall average per child.

However, this data is skewed by the fact that

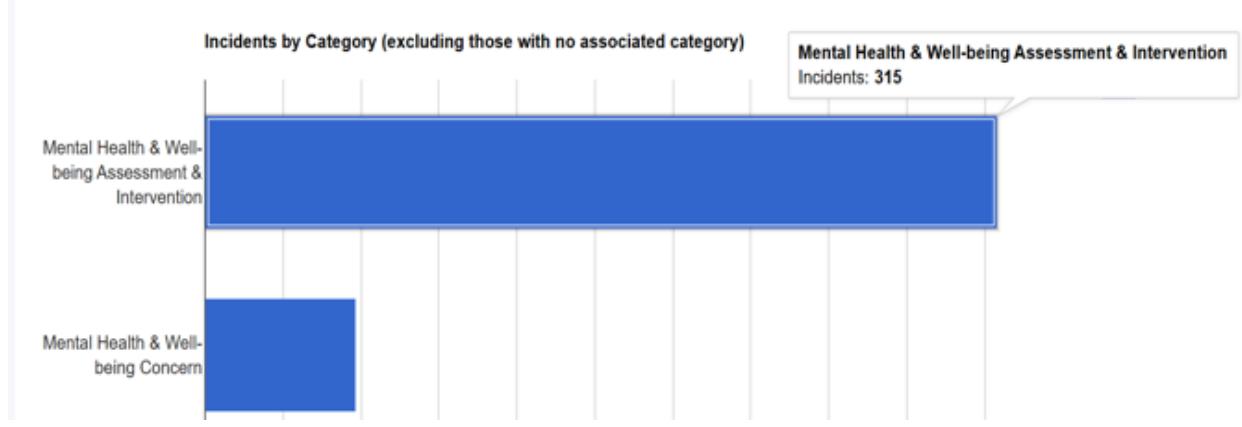
- *The combination of pupils who have a recognised SEND need and are also eligible for PP is: 26*
- *The number of purely PP pupils who received a negative behaviour sanction is therefore: 42/58 = 72%*
- *Compared to 75/152 =49% for those pupils who are not in receipt of Pupil Premium (a difference of 23% overall)*

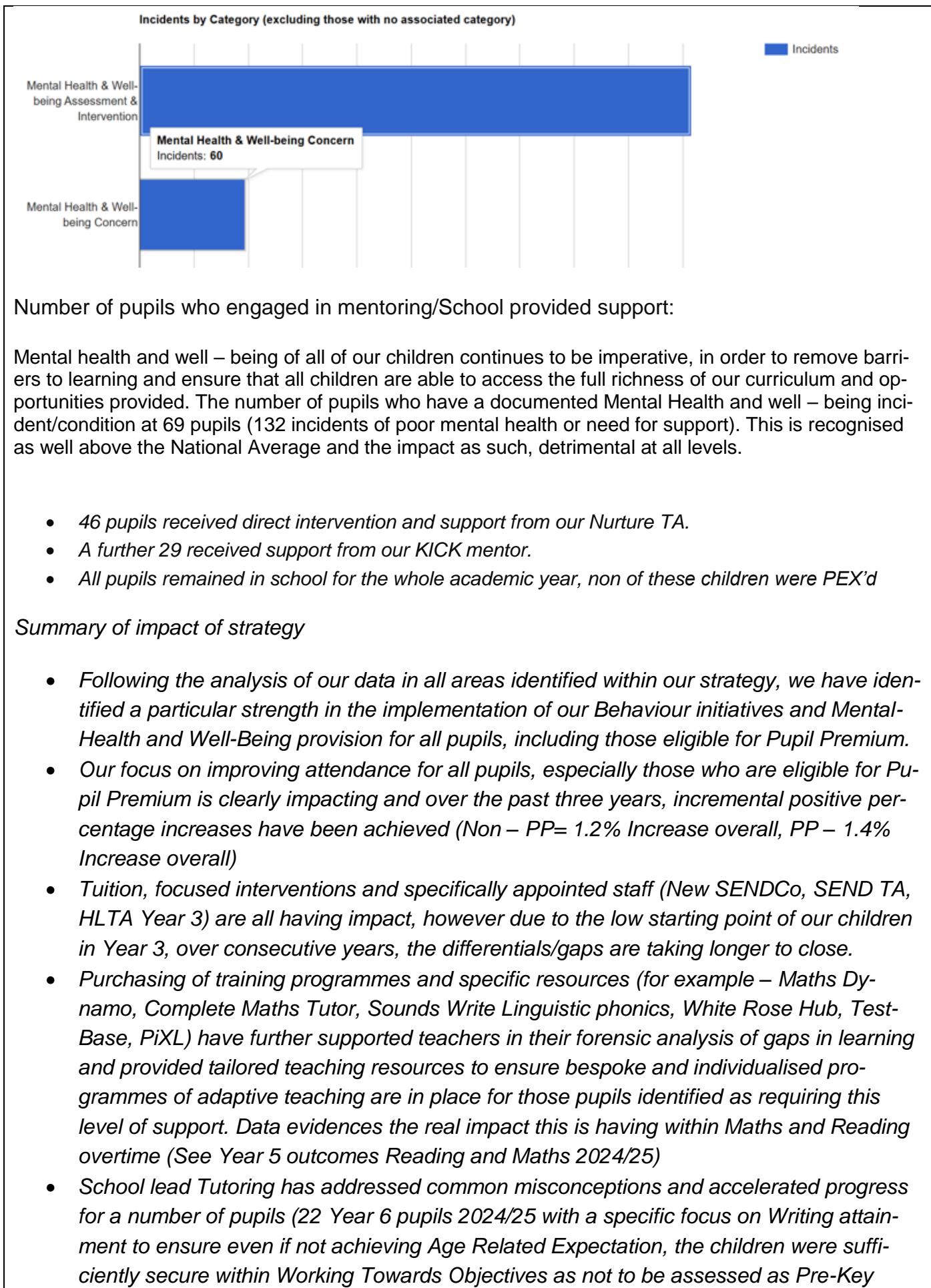
Well – Being: incidents reported on CPOMS 24-25.

- After date: Mon 02 September 2024 (including actions)
- Before date: Fri 18 July 2025 (including actions)
- Logged in any of these categories: Mental Health & Well-being Concern, Mental Health & Well-being Assessment & Intervention

Number of Incidents per Student's Pupil Premium

Not Premium	Premium
232	136





Stage). Local Authority moderation of our writing acknowledged the quality of the teaching and curriculum overtime.

- In-House/In-Year tutoring took place in Year groups 3 – 5, with early morning sessions proving impactful over time, as demonstrated with our data for Maths and Reading by the time children are leaving Year 5 2024/25.

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
KICK Counselling	KICK Charity
CROPS	Local church

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.