



Molehill Primary Academy Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Molehill Primary Academy
Pupils in school	272
Proportion of disadvantaged pupils	52% (147 pupils)
Pupil premium allocation this academic year	£196,680
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	January 2022
Statement authorised by	Laura Smith
Pupil premium lead	Laura Smith
Governor lead	David Elliot

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	68%
Achieving high standard at KS2	12%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	75% Expected Combined at KS2, 20% Higher Standard at KS2. Positive Progress Scores.
Priority 2	KS1 Expected: 80% Reading, 75% Writing and 75% Mathematics. Positive Progress Scores
Barriers to learning these priorities address	Impact of Covid disruption. Poor Attendance.
Projected spending	£63,546

Teaching priorities for current academic year

Aim	Target	Impact	Target date
To significantly increase the proportion of effective and highly effective teaching, using a range of resources effectively to support e.g. IRIS, On Track, CA	100% Effective, 50% Highly Effective Teaching	Achieved.	September 2022
To use digital technology to improve teaching, learning, including home learning, and assessment through the Blended Learning Strategy.	Digital Engagement Score increases, difference between January - March 2021 scores and March - June 2021 reduces.	Achieved. Now at Digital Level 4.	September 2022
To ensure that teachers systematically demonstrate ambition in their planning by: <ul style="list-style-type: none"> - ensuring work always matched pupils' needs and abilities - providing suitable challenge, especially for the most able - in mathematics, securing more consistency in the mastery approach. 	Learning Walks evidence, pupil outcomes improve, in particular Greater Depth.	Improved standards across the Academy. Professional Development, coaching and learning walks have ensured that teachers are able to plan more effectively to match pupils' needs.	September 2022
To implement effective retrieval practices, expand pupils' vocabulary, and ensure that all pupils can remember new components of knowledge to use at a later date.	Learning Walks evidence, pupil outcomes improve, in particular Greater Depth.	Improved standards across the Academy. Professional Development, coaching and learning walks have ensured that teachers are implementing effective retrieval practices.	September 2022
To ensure that all disadvantaged pupils are given equal opportunities to systematically reach their full potential	Eradicating any variations between groups: Disadvantaged, non-disadvantaged pupils with SEND etc.	Evidence across a range of KPIs demonstrates that pupils who are disadvantaged are provided with equal opportunities to reach their full potential.	September 2022

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Support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity	Impact
Priority 1	Ensure appropriate staff (including new staff) have received highly effective training to deliver the new phonics scheme successfully	Achieved.
Priority 2	Ensure highly effective resources continue to be renewed, reviewed and used effectively	Achieved - further investment.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Effective management of change to new scheme Parental Engagement - reading focus	Parental Workshops and videos.
Projected spending	£24,000	

Targeted academic support for current academic year

Measure	Activity	Impact
Priority 1	Reading, Speech and Language and ELSA interventions all embedded and effective at supporting pupils to successfully access the breadth of curriculum	Achieved.
Priority 2	Digital Learning - all pupils will have access to a 1:1 device. Additional resources such as Lexia, and SATs resources enable pupils to make additional progress.	Digital Level 4 Additional resources for example Britannia.
Barriers to learning these priorities address	Ensuring targeted pupils have sustained, consistent access to these resources, promoting a love of reading, developing the curriculum further through the Digital Learning Strategy.	
Projected spending	£80,634	

Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	Embedding a wide range of strategies to reduce Persistent Absence, led by the Pastoral Support Manager and Vice Principal	Achieved.
Priority 2	To ensure that the most disadvantaged and SEN pupils consistently benefit from	After school clubs - Monitoring and tracking further enhanced

	our wider curriculum opportunities to develop individual interests and talents	to ensure a greater uptake. All trips subsidised and in some cases fully funded.
Barriers to learning these priorities address	Attendance, including Persistent Absence, must reduce significantly.	
Projected spending	£28,500	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring high quality, bespoke professional development	National College and Chartered College used effectively
Targeted support	Teachers identify the correct pupils for specific interventions	Collective data capture and robust moderations implemented.
Wider strategies	Engaging the families facing most challenges	Collaboration with LA and external agencies