



Haydock High school

Pupil Premium Evaluation and Analysis 2018/19

What is Pupil Premium Funding?

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children, those children from low-income families and service children. The funding is made available to schools to help narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. It therefore supports those students who have either been registered for free school meals at any point within the last six years, students who have been on the St Helens Local Authority looked after register (and have been continuously registered for more than six months), and children of service personnel.

Use of Pupil Premium 2018-19

The school received £209,440 in Pupil Premium. The review is summarised in these key areas:

- Literacy and Numeracy
- Wider engagement and well being
- Quality of Teaching
- Attendance
- Aspiration

These five areas are underpinned by the leadership and these will form the basis of the new 2019/20 Pupil Premium Plan.

The Pupil Premium Strategy and outcomes are reviewed each half term with the Pupil Premium Strategy group and progress is scrutinised each half term by the Governing Body.

Pupil Premium Review

Context 2018/19

	Year 7		Year 8		Year 9		Year 10		Year 11		School		National
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Pupil Premium	50	37%	65	45%	66	43%	44	28%	37	35%	262	37%	29%
Other	85	63%	81	55%	88	57%	115	72%	69	65%	438	63%	71%
All students	135		146		154		159		106		700		

Impact 2018/19

Foundation	Evaluation																																																												
Attendance	<p>The school continues to ensure attendance is a priority in college, and in the community. The school works with disadvantaged students with poor attendance and delivers attendance improvement programmes within school and alongside EWS with disadvantaged students as a priority.</p> <p>The attendance of DA students while still below the national average has improved. In 2018- 2019 the percentage of pupil premium students absent improved by 2.7% to 91%</p> <p>Disadvantaged student attendance</p> <table border="1"> <thead> <tr> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> </tr> <tr> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>81.0%</td> <td>92.5%</td> <td>89.0%</td> <td>92.4%</td> <td>89.7%</td> <td>92.2%</td> <td>88.3%</td> <td>91.1%</td> <td>90.9%</td> <td>Awaiting update</td> </tr> </tbody> </table> <p>Gaps between Disadvantaged and Non-disadvantaged students</p> <table border="1"> <thead> <tr> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> </tr> <tr> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>5.1%</td> <td>3.2%</td> <td>7.0%</td> <td>3.4%</td> <td>6.1%</td> <td>3.4%</td> <td>6.9%</td> <td>4.1%</td> <td>Awaiting update</td> <td>Awaiting update</td> </tr> </tbody> </table>	2014/15		2015/16		2016/17		2017/18		2018/19		Haydock	National	Haydock	National	Haydock	National	Haydock	National	Haydock	National	81.0%	92.5%	89.0%	92.4%	89.7%	92.2%	88.3%	91.1%	90.9%	Awaiting update	2014/15		2015/16		2016/17		2017/18		2018/19		Haydock	National	Haydock	National	Haydock	National	Haydock	National	Haydock	National	5.1%	3.2%	7.0%	3.4%	6.1%	3.4%	6.9%	4.1%	Awaiting update	Awaiting update
2014/15		2015/16		2016/17		2017/18		2018/19																																																					
Haydock	National	Haydock	National	Haydock	National	Haydock	National	Haydock	National																																																				
81.0%	92.5%	89.0%	92.4%	89.7%	92.2%	88.3%	91.1%	90.9%	Awaiting update																																																				
2014/15		2015/16		2016/17		2017/18		2018/19																																																					
Haydock	National	Haydock	National	Haydock	National	Haydock	National	Haydock	National																																																				
5.1%	3.2%	7.0%	3.4%	6.1%	3.4%	6.9%	4.1%	Awaiting update	Awaiting update																																																				
Quality of Teaching	<ul style="list-style-type: none"> In the academic Year 2018-19 85% of lessons observed were judged to be good or outstanding. Impact of the quality of teaching on outcomes. The gap between Haydock DA students P8 and that of 'other students' nationally is less than the gap between national DA students and 'other students nationally using 2018 data for comparison. 																																																												

Foundation	Evaluation
	<p> National other students: +0.13 Haydock disadvantaged students: -0.25 National disadvantaged students: -0.44 National gap: -0.57 Gap between national other and Haydock disadvantaged students: -0.38 Difference in gap between national and Haydock gap: +0.19 </p> <ul style="list-style-type: none"> • Progress in English, Ebacc, Maths and open bucket subjects has increased for DA students since 2017 and 2018 (see graph). Progress in Mathematics while improved slightly since 2018 remains on ongoing focus in school. • The most significant increase for DA students is within the open bucket for all ability disadvantaged students. Since 2017 LA disadvantaged students' score has increased by 1.44 to 0.39; by 1.47 and HA by 2.01 to 0.097. • In 2018 the progress 8 score in English for this cohort was -0.88 and in 2019 improved to -0.33 • In 2018 the progress 8 score in Maths was -1.18 and in 2019 was -0.98. This remains a key priority for school. • In 2018 the progress 8 score for ebacc subjects was -0.92 and in 2019 improved to -0.26 • In 2018 the progress 8 score for open bucket subjects was -0.29 and in 2019 improved to +0.25 • Effective use of PIXL and Educake particularly in Science has led to an increase in English of 0.6 and in Ebacc of 0.54 for DA students. • The policy of the purchase of revision guides for all DA students has led to an improvement in all progress areas.

Foundation	Evaluation			
	GAP Measure Disadvantaged/Other	Difference between Haydock disadvantaged and 'other' students nationally 2017	Difference between Haydock disadvantaged 2018 and 'other' students nationally 2018	Difference between Haydock disadvantaged 2019 and 'other' students nationally 2018 (provisional)
	Basics E&M 4+	47	44	49
	English 9-4	36	35	32
	Maths A*-C 9-4	46	49	52
	Basics E&M 5+	37	46	39
	English 9-5	40	32	35
	Maths 9-5	41	48	45
Literacy	<p>See Catch Up Premium Statement below. All students took part in DEAR. In English there has been a decrease in the gap between 'other' students nationally and disadvantaged students at Haydock High who achieved grades 4+. There has been improvement in the gap between Haydock DA students and 'other' students nationally who achieved 5+. Increasing this further remains a priority. The P8 in English has improved from -0.88 in 2018 to -0.33 in 2019.</p>			
Numeracy	<p>See Catch Up Premium Statement for Key Stage 3 In Maths GCSE there has been a widening of the Gap between 'other' students nationally and at Haydock High who achieved grades 4+. This remains a key area of priority for the school. There has been a marginal improvement in the P8 of DA students in Maths of 0.1</p>			
Aspiration	<p>Disadvantaged students were prioritised for leadership opportunities for all school transition projects. This policy will be broadened to other leadership areas in 2019-20. In 2018 as a result of increased progress through a supportive and informed individual careers provision and the number of students achieving 5 GCSE grade 4-9 or equivalent (65%), the number of students not in employment or education reduced to 1.7% compared to a local average of 3.5%.</p>			

Summary of Pupil Premium Data (Y11 GCSE)

GAP Measure Disadvantaged/Other	Difference between Haydock disadvantaged and 'other' students nationally 2017	Difference between Haydock disadvantaged 2018 and 'other' students nationally 2018	Difference between Haydock disadvantaged 2019 and 'other' students nationally 2018 (provisional)
Basics E&M 4+	47	44	49
English 9-4	36	35	32
Maths A*-C 9-4	46	49	52
Basics E&M 5+	37	46	39
English 9-5	40	32	35
Maths 9-5	41	48	45

Year 7 Catch-Up Funding

	2014/15		2015/16		2016/17		2017/18		2018/2019	
	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths
Number of students eligible for catch-up funding	17	23	17	15	54	43	42	35	33	33

Numeracy Catch Up

During Year 7 31 students were identified for Numeracy Intervention based on Key Stage 2 attainment. In the autumn term students followed 'Passport to Maths' scheme during morning registration. This course covered essential numeracy skills for Key Stage 3 Mathematics, such as place value, times tables and fractions.

Upon evaluation mid – year, Passport to Maths was replaced with MathsWatch activities. Students were set specific videos and assignments identified by the Numeracy Coordinator and class teacher to support learning in lessons and prepare for assessments.

The aim of using MathsWatch was also to promote independent learning as students could access assignments and video clips from home.

Of the Year 31 students that took part in the intervention sessions 24 students met or exceeded their basic maths target in Assessment Point 1. Nine students improved again by at least one sub-grade in Assessment Point 2.

Literacy Catch Up

Catch-up Programme – Lexia

Thirty-three students participated in the Lexia programme, which focused on enabling students to make progress in reading skills, using a computer package provided by school.

The Lexia programme ran twice a week during registration. Of the 33 students, the average gain in their Standardised Score was 4 points. 40% of students retested made progress in their Standardised Score. Of this 40% who made progress, the average gained was 10 points on their Standardised Score.

From September 2019, Year 7 students will participate in the Accelerated Reader programme and will take part in paired reading.