

Haydock High school

Pupil Premium Evaluation and Analysis 2017/18

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 2017-18

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 2018/19 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 2017/18

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		SCHOOL		National
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
PUPIL PREMIUM	66	45	73	46	59	34	43	38	30	26	271	38	
NON PUPIL PREMIUM	81	55	87	54	113	66	71	62	86	74	438	62	
ALL STUDENTS	147		160		172		114		116		709		

September 2018

Impact 2016/17

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> <table border="1"> <thead> <tr> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> </tr> <tr> <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> </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> </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> </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>Awaiting update</td> <td>Awaiting update</td> </tr> </tbody> </table>	2014/15		2015/16		2016/17		Haydock	National	Haydock	National	Haydock	National	81.0%	92.5%	89.0%	92.4%	89.7%	92.2%	2014/15		2015/16		2016/17		2017/18		Haydock	National	Haydock	National	Haydock	National	Haydock	National	5.1%	3.2%	7.0%	3.4%	6.1%	3.4%	Awaiting update	Awaiting update
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Quality of Teaching	<p>The gap between gap between the performance of disadvantaged students against national 2017 data has reduced in the proportion of students achieving English and Maths 4+, English 4+, Maths 4+. The school will continue to focus on improving outcomes and narrowing the gaps for the proportion of DA students at grade 5+ particularly in Maths and grades 9-7 by reducing class sizes, monitoring of the quality of teaching and learning and relevant interventions for individual students to support this. The use of PIXL APPs to support revision and home study for these students will continue in 2018-19.</p> <p>The greatest improvement in outcomes for disadvantaged students is in open bucket subjects. The school will continue to develop relevant courses to support the success of these students and their progression to higher education.</p>																																										
Literacy	<p>In Year 7 13 disadvantaged students took part in a paired reading programme. 4 of these students made 1 sublevel of progress in English at the end of the year. 9 of the students made 2 or more sublevels of progress by the end of the year. Students will complete the Lexia programme in Y7 in 2018-19 to support their reading and phonics skills.</p>																																										
Numeracy	<p>15 disadvantaged students in Y7 took part in the TT Rockstars programme. 4 of these students made 1 sublevel of progress in Maths by the end of the year 9 of these students made 2 or more sub-levels of progress in Maths by the end of the year. Numeracy intervention in 2018-19 will be based solely around the more instructive and teacher led ' Passport Maths' programme.</p>																																										
Aspiration	<p>The gap between the national benchmark for pupils staying in education of employment was -7% in 2017. The 2018 figure is awaiting confirmation. For 2018-19 the school will continue to develop this with key stage 3 students to improve aspiration and awareness of destinations, closely log, and monitor aspirational work with individual students.</p>																																										

Summary for Pupil Premium Data (Y11 GCSE)

Measure	2017			2018	
	National % 2016	Haydock %	Diff (2016 National data)	Haydock %	Diff (2017 National data)
Basics E&M 4+	62	50	-12	55	-7
Basics E&M 4+(disadv)	Not provided	24		30	
Basics E&M 4+ (other)	70	63	-7	64	-6
English (core) 4+	74	66	-8	71	-3
English (core) 4+(disadv)	Not provided	45		50	
English (core) 4+ (other)	80	76	-4	78	-2
Maths 4+	68	57	-11	58	-10
Maths 4+(disadv)	Not provided	30		30	
Maths 4+ (other)	75	70	-5	67	-8

Comparison between Disadvantage students and 'other' students nationally

Summary Y11 GCSE

GAP Measure Disadvantage/Other	Difference between Haydock disadvantaged and 'other' students nationally 2016	Difference between Haydock disadvantaged and 'other' students nationally 2017	Difference between Haydock disadvantaged and 'other' students nationally 2018
Basics E&M 4+	-35	-50	Awaiting national data
English (core) A*-C	-26	-35	Awaiting national data
Maths A*-C	-37	-45	Awaiting national data

Disadvantage gaps at KS3

% on track or above – Disadvantage Gap (June 2018)			
Subject	Year 7	Year 8	Year 9
English	-0.7%	-7.9%	n/a
Maths	-0.7%	-3.7%	n/a

Disadvantage gaps at KS4

Attainment 8 Average Grade (June 2018)			
Subject	Year 9	Year 10	Year 11
English	-1.66	-1.40	-1.62
Maths	-1.42	-1.43	-1.67

Year 7 Catch-Up Funding

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least a scaled score of 100 in reading and/or maths at the end of key stage 2 (KS2).

	2014/15		2015/16		2016/17		2017/18	
	English	Maths	English	Maths	English	Maths	English	Maths
Number of students eligible for catch-up funding	17	23	17	15	54	43	42	35
Percentage who have reached level 4 by end of Y7	17.6%	8.7%	23.5%	13.3%	n/a	n/a	n/a	n/a
Percentage who have made expected progress in Y7	35.3%	13%	41.1%	40%	n/a	n/a	n/a	n/a