

Haydock High school

Pupil Premium Evaluation and Analysis 2016/17

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 2016-17

The school received £193,545 in Pupil Premium. The review is summarised in these key areas:

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

The leadership underpins these five areas and they form the basis of the new 2017/18 Pupil Premium Plan.

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

Pupil Premium Review

Context 2016/17

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		SCHOOL		National
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
PUPIL PREMIUM	71	44	59	34	46	39	30	26	32	32	238	36	29%
NON PUPIL PREMIUM	90	56	112	66	71	61	86	74	68	68	429	64	71%
ALL STUDENTS	161		173		117		116		100		667		

September 2017

Impact 2016/17

Pillar	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. Overall attendance has improved but the gap has remained stubbornly high. This remains a key focus for the school.</p> <table border="1"> <thead> <tr> <th colspan="2">2013/14</th> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> <th>2016/17</th> </tr> <tr> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> </tr> </thead> <tbody> <tr> <td>91.0%</td> <td>92.7%</td> <td>91.0%</td> <td>92.5%</td> <td>90.0%</td> <td>92.8%</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">2013/14</th> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> <th>2016/17</th> </tr> <tr> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> <th>National</th> <th>Haydock</th> </tr> </thead> <tbody> <tr> <td>5.4%</td> <td>3.2%</td> <td>5.1%</td> <td>3.2%</td> <td>6.2%</td> <td>3.1%</td> <td>6.1%</td> </tr> </tbody> </table>	2013/14		2014/15		2015/16		2016/17	Haydock	National	Haydock	National	Haydock	National	Haydock	91.0%	92.7%	91.0%	92.5%	90.0%	92.8%	92.2%	2013/14		2014/15		2015/16		2016/17	Haydock	National	Haydock	National	Haydock	National	Haydock	5.4%	3.2%	5.1%	3.2%	6.2%	3.1%	6.1%
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Quality of Teaching	<p>Observation of lessons indicates that 76% of lessons were good or outstanding with 16% of all lessons judged as outstanding.</p> <p>The school has developed a new observation format and criteria in order to further drive standards and ensure that observation of teaching and learning is more closely linked to student outcomes.</p> <p>In 2018-19, a continued focus on improving learning for students is required which directly impacts on outcomes for these students as attainment outcomes related to English and Maths have decreased.</p>																																										
Literacy	<p>The gap between disadvantaged students' progress in English for 2017-18 is lower in Y7 than Y8. For 2017-18 the school will purchase intervention programmes and training related to the Lexia Reading programme (7-9) and paired reading (Y7) to support the continued progress of DA students in literacy in Y7 to 9 to support improvement in this area.</p>																																										
Numeracy	<p>The gap between disadvantaged students' progress in Maths is lower in Y7 than Y8 for 2016-17 is lower in Y7 than Y8. The school will purchase the TT Rockstars and Passport Maths programme for the 2017-18 programme to support improvement in this area.</p>																																										
Aspiration	<p>The gap between disadvantaged students staying in education and employment compared to national non – DA students is -7% and -8% at local authority level. The school provides careers guidance and education, alongside college visits, assemblies and interview support alongside other agencies. For 2017-18 the school will continue to develop this with key stage 3 students to improve aspiration and awareness of destinations.</p>																																										

Summary for Pupil Premium Data (Y11 GCSE)

Measure	National % 2016	2016		2017	
		Haydock %	Diff	Haydock %	Diff (2016 National data)
Basics E&M 4+	62	52	-10	50	-12
Basics E&M 4+(disadv)	Not provided	35		24	
Basics E&M 4 + (other)	70	58	-12	63	-7
English (core) 4+	74	75	+1	66	-8
English (core) 4+(disadv)	Not provided	54		45	
English (core) 4+ (other)	80	83	+3	76	-4
Maths 4+	68	55	-13	57	-9
Maths 4+(disadv)	Not provided	38		30	
Maths 4+ (other)	75	62	-13	70	-5

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
Basics E&M 4+	-35	-50
English (core) A*-C	-26	-35
Maths A*-C	-37	-45

Disadvantage gaps at KS3

% on track or above – Disadvantage Gap (June 2017)			
Subject	Year 7	Year 8	Year 9
English	-8.3%	-11.5%	n/a
Maths	-9.8%	-14.1%	n/a

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 level 4 in reading and/or maths at the end of key stage 2 (KS2).

	2013/14		2014/15		2015/16		2016/17	
	English	Maths	English	Maths	English	Maths	English	Maths
Number of students eligible for catch-up funding	12	15	17	23	17	15	54	43
Percentage who have reached level 4 by end of Y7	25%	40%	17.6%	8.7%	23.5%	13.3%	n/a	n/a
Percentage who have made expected progress in Y7	50%	40%	35.3%	13%	41.1%	40%	n/a	n/a