# Pupil premium strategy statement for Lytham St Annes High School

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. For the sake of this exercise, the term PP refers to students receiving the Pupil Premium) and is used alongside the term disadvantaged.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. This is a working document over the period 2021-24 and is updated annually.

## School overview

| Detail | Data |
|---|---|
| School name | Lytham St Annes High School |
| Number of pupils in school | ~~21: 1534~~ ~~2022: 1584~~ 23: 1633 |
| Proportion (%) of pupil premium eligible pupils | ~~2021: 21%~~ ~~2022: 22%~~ 23: 23% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | 31st December 2021, 2022 and 2023 |
| Date on which it will be reviewed | 31st Dec 2024 |
| Statement authorised by | Ray Baker |
| Pupil premium leads | Alison Donnelly, Jamie Howard and Nicolas Bracken |
| Governor / Trustee lead | Bev Harrison |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | 22/23: £322,000pa<br>23/24: £366, 485pa |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | 23/24: £366,485 |

# Part A: Pupil premium strategy plan

## Statement of intent

Lytham St Annes High School is committed to ensuring an "equality of opportunity" for all students. Our mission of creating a learning environment where all students share in the success is critical to addressing an area wide PP performance issue.

The school has made significant improvements to the culture, climate and outcomes for disadvantaged students prior to lockdown. It is vital that these improvements are maintained with students returning to school full time.

The school's entire approach to development and improvement is centred around three key aims, each of which will ensure the best possible environment for excellent Teaching and Learning to flourish, which is continually recognised as being the key factor in allowing disadvantaged students to succeed

> *"Across the grades, when instruction was challenging, relevant, and academically demanding, then all students had higher engagement and teachers talked less – and the greatest beneficiaries were at-risk students."*
> ***Hattie, J Visible Learning for Teachers: Maximizing Impact on Learning, 2012***

Each of the following areas of development have been broken down, but in order to address the achievement gap at LSA, we will all focus on:

- Embedding consistently high standards of behaviour, communication and self-regulation
- Enhancing cultural capital by developing students beyond the classroom
- Developing teaching that nurtures knowledgeable, skilful learners who read, write and speak with confidence

These link inextricably with our mission, our vision and our school development plans.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Self-regulation of behaviour/ Scholastic behaviour habits |
| 2 | Lack of context to wider learning/powerful knowledge |

| | |
|---|---|
| 3 | Weak literacy skills |
| 4 | Poor attendance post covid |
| 5 | Challenging and removing ingrained practice and structural barriers |

# 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 |
|---|---|
| Large numbers developing beyond the classroom through extra-curricular activity | At least 35% representation at all extra-curricular activities<br><br>90% of PP students to have attended at least one extra-curricular activity per year |
| High levels of literacy | Year on year increase of at least 10% in lending rates for PP students<br><br>Reduce the number of PP students reading below their chronological reading ages by 50% each year |
| Outstanding teaching | 100% of teaching at LSA to be effective in reducing the PP achievement gap |
| Excellent attainment in English and maths | <table><tr><td>**2024 aim**</td><td>**Eng**</td><td>**Ma**</td></tr><tr><td>**A8**</td><td>5.5</td><td>5.5</td></tr><tr><td>**P8**</td><td>+0.25</td><td>+0.25</td></tr></table> |
| Increase numbers of PP students taking the EBAC | Ensure that high quality teaching and option guidance allows regular take up of at least:<br><br><table><tr><td></td><td>**% of cohort as PP (Sep22)**</td><td>**% of cohort as PP (Sep24)**</td></tr><tr><td>**Triple Science**</td><td>20%</td><td>35%</td></tr><tr><td>**French**</td><td>20%</td><td>32%</td></tr><tr><td>**German**</td><td>20%</td><td>32%</td></tr></table> |
| **Continuous Cycle of Review and Improvement** | One of the key ways of improving our school has been to ensure that the success of disadvantaged students is the responsibility of all people, at all times. The need to address inequality runs through all school improvement and culture. Therefore, the road to improvement is a continuous, relentless focus on teaching, behaviour and experiences outside of the classroom and not reacting to new initiatives |

# Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £ ~~115,800~~ ~~22/23: £112,000~~ **23/24: £140,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| The school had a long history of underperformance for disadvantaged children, when compared to the excellent outcomes of non-disadvantaged.  Therefore, a decision to prioritise the skills of all teachers, with a specific focus on literacy has been adopted.<br><br>The improvement in expectations, behaviour and teaching will impact all students but are especially important for those students impacted by disadvantage.<br><br>EEF Guide to the Pupil premium, EEF, June 2019<br>Improving Literacy in Secondary Schools, EEF, July 2019 | | |
| Literacy Projects focussed on moving from speaking to writing. | There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.<br><br>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 | 3,2 |
| Increase teacher numbers in core subjects to ensure high quality teaching for all students | International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. | 2,3,4 |
| Improve leadership skills throughout the schools through fully supporting the NPQs | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development<br><br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf | 1,2,5 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Increase staff planning time | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737168/Workforce_planning_guidance_August_2018.pdf | 3,5 |
| Develop strong vocational AP provision for KS4 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf | 1,2,4 |
| Develop teaching through improved instruction, feedback and questioning.<br><br>This starts with excellent diagnostic teaching. | Feedback is likely to be more effective if it is approached systemically, and specifically, by adopting three fundamental principles: careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information.<br><br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf<br><br>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. | 1,3,4 |
| Whole school focus on meta cognition and self regulation | Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 3,5 |
| Increase access to STAR reader for yr8 and 9 | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader | 1,3 |

# Targeted academic support

Budgeted cost: £ 193,000  22/23: £140,000 **23/24: £150,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| A newly established system of year group based pastoral leadership has expertise in managing needs both in and out of the classroom.  This is a key aspect in ensuring that disadvantaged students have the support they need to access the improved teaching and instruction in classrooms.  In short, these provide an excellent support for ensuring students attend school and learn effectively.   This feeds a system of genuine academic support and intervention.<br><br>EEF Guide to the Pupil premium, EEF, June 2019 | | |

| Maximising the Effectiveness of TA, UCL, Spring 2017 Nurture Groups in secondary Schools, Colley D, 2009 | | |
|---|---|---|
| Use of senior staff to lead academic progress in year groups | School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust /files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf | 1,4 |
| HLTA Deployment in core subjects | Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 3,4 |
| Improved nurture/support provision, including Mental Health and HLTA support | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. | 1,4,5 |
| Aspire Hub for new starters and support those impacted by Covid (absence) | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1,3,4 |
| Peer to peer mentoring | Studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics. | 1,3 |
| Increased SEND expertise to ensure all students succeed | A key finding was the important role of training for all education professionals. Teaching assistants can provide good quality intervention if they are well trained, while even highly qualified professionals have less impact if they do not understand the principles and motivation behind the approach they are using. This comes from highly skilled Sendcos https://assets.publishing.service.gov.uk/government/uploads/ system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA _Report.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | 1,3,5 |
| NTP Engagement | Evidence being gathered as part of EEF project: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme | 4 |

# Wider strategies

Budgeted cost: £ ~~77,200~~ ~~22/23: £70,000~~ **23/24: £76,485**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whilst we recognise that high quality teaching will bring the greatest benefits, there are a number of actions outside of this that we propose to secure.<br>A focus on behaviour, culture and expectations can be supported with improved Parental Engagement. Where the climate and culture is poor, disadvantaged students are impacted disproportionately.<br><br>*EEF Guide to the Pupil premium, EEF, June 2019*<br>*When the Adults Change, Dix P, 2017*<br>*Parental engagement and narrowing the Gap, NFER, 2013* | | |
| More than Grades initiative with all students, embedding employability skills and Leadership Programmes for PP | For LSA, this involves the impact of engagement in arts, sport and the wider life of the school:<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity<br><br>Student leadership can help to build essential skills such as motivation and confidence. A Students as Researchers project can also be used as a catalyst for students and staff to work alongside each other, which can be instrumental in establishing a true learning community, where staff and students learn together. This will enable trust to grow between staff and students, which helps to build effective relationships.<br>https://dera.ioe.ac.uk/9152/1/download%3Fid=17402&filename=student-leadership-summary.pdf | 2,1,5 |
| Improve adult behaviours as part of a better school culture | Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.<br>Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.<br>Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf | 1,5 |
| Parental engagement for year 7 students | Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and | 4 |

| | informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. | |
|---|---|---|
| Regular high quality summer schools | There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools | 1,4, 5 |

**Total budgeted cost:** ~~£ 386,000 22/23: £322,000~~ **£366,485**