



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 2025-28 and is updated annually.

School overview

Detail	Data
School name	Lytham St Annes High School
Number of pupils in school	26/27 - 1,582 (latest verified school population baseline)
Proportion (%) of pupil premium eligible pupils	27.1% (428 pupils; latest verified PP population baseline)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	25th September 2026
Date on which it will be reviewed	31st December 2027
Statement authorised by	Ben Corbett
Pupil premium leads	Tom Cubbon
Governor / Trustee lead	Bev Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	26/27 - £506,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	26/27: £506,300

Part A: Pupil premium strategy plan

Statement of intent (Starting point September 2025)

Lytham St Annes High School is committed to ensuring an “equality of opportunity” for all students. At the heart of this lies the progress of pupils in receipt of the pupil premium. This three year strategy plan covering academic years 2025-2028 looks to improve the life chances of students in receipt of the pupil premium using three key performance indicators:

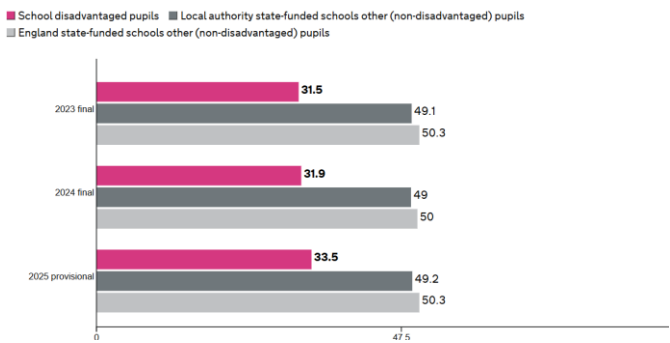
1. To improve attendance for students in receipt of the pupil premium. During the academic year 2024/25 attendance and persistent absence for students in receipt of the pupil premium is shown in the chart below:

	LSA – PP pupils	LSA – All pupils	National – PP pupils	National All pupils
Overall Attendance	80.5%	89.1% (-8.6%)	86.2% (-5.7%)	91.3% (-10.8%)
Persistent Absence	53.3%	27.9% (+25.4%)	41.9% (+11.4%)	25.1% (+28.2%)

Data Source FFT Aspire – Attendance 360 2024/25

Poor attendance of pupils in receipt of the pupil premium represents the biggest barrier to good attainment and progress for this group.

2. To improve academic performance for students in receipt of the pupil premium and to narrow existing gaps in reading ages.



Good attainment and high rates of literacy remain the biggest barrier for future life chances for students in receipt of the pupil premium.

3. To reduce exclusions and suspensions for students in receipt of the pupil premium so that it is broadly in line with suspension and exclusion rates of all students nationally.

Students in receipt of the pupil premium are disproportionately suspended and excluded in comparison to other students.

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

- Prioritising **high-quality teaching** as the most effective lever for improvement.
- Providing **targeted academic support** for pupil premium students.
- Implementing **wider strategies** to address non-academic barriers such as attendance, wellbeing, and access to enrichment.

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

Challenges

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

Challenge number	Detail of challenge
1	Historically poor attendance and high persistent absence rates of students in receipt of the pupil premium
2	Low attainment of pupil premium students at GCSE in comparison to non-pupil premium students at LSA and pupil premium students nationally
3	Reading ages below non-pupil premium students and not improving at a rate which allows pupil premium students to catch up.
4	Suspension and exclusion rates for pupil premium students are worse in comparison to all students nationally.

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
1. Attendance improvement for pupil premium students	Attendance for this group shows a year-on-year increase from 2025-2028. By the end of the strategy plan attendance and persistent absence rates for this group is better than national average for Pupil Premium students.
2. GCSE outcomes improve for pupil premium students	GCSE attainment and progress is better than national average for pupil premium students.
3. Reading ages for pupil premium students meet the average	Focused intervention using synthetic phonics, improved teaching and the work of the library accelerates the reading skills of pupil premium

chronological age in each year group	students and ensures that reading age gaps are closed.
4. Dramatically reduce suspension and exclusion rates for pupil premium students	Students in receipt of the pupil premium have lower rates of suspension and exclusion than all students nationally
5. Making all staff accountable for the outcomes of pupil premium students	Use staff INSET, training and systems of appraisal focus on how the curriculum and classroom routines can meet the needs of pupil premium students.

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.

Improving Attendance

Budgeted cost 26/27: Included within the confirmed total pupil premium budget of £506,300; detailed allocation by activity to be finalised

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school had a long history of poor attendance for disadvantaged children, when compared to the excellent outcomes of non-disadvantaged. Therefore, a decision to prioritise improved attendance for this group is a key focus of the school's Pupil Premium strategy. The improvement in attendance will impact all students but are especially important for those students impacted by disadvantage. <i>Working together to improve school attendance, Department of Education (August 2024)</i>		
Build strong relationships to understand pupil context.	Understanding the context of pupils will inform decisions about which strategies are most appropriate and suited to needs within your school and community. Establishing strong relationships and communication channels between teachers and pupils, and school and home, can support this by making it easier for relevant information to be sought and shared within a framework of trust. (EEF Supporting school attendance 2024)	1,2,4
Regularly review attendance data, discussing and challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it most	Using attendance data to establish trends and explore needs of individual students and groups means that focus and improvements can be made, and students do not become persistently or severely absent. This focus will be particularly effective for pupil premium students and students with SEND needs. (Attendance: Beyond the Percentage Bradford Research School 2023)	1,2,4
To develop a provision map for students at risk of persistent absence	Treating social disadvantage as a risk factor for poor attendance and provision mapping for these students is a powerful way of improving	1,2,4

and severe absence that is reviewed and acted on. Provisions and their effectiveness are measured carefully.	attendance for pupil premium students. (The Disadvantage Calculator: Identifying Barriers to Learning 2024)	
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Improve academic performance and narrow existing gaps in reading ages

Budgeted cost 26/27: Included within the confirmed total pupil premium budget of £506,300; detailed allocation by activity to be finalised

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key approaches include high expectations, professional development for staff, using diagnostic assessments to identify needs, and providing academic support to bridge learning gaps. (Using pupil premium: guidance for school leaders 2025)		
Develop a synthetic phonics programme for the weakest readers.	Children from poor family backgrounds or who did not speak English as a first language received significant long-term benefits from synthetic phonics. The researchers conclude that the results justify the implementation of phonic teaching programmes, as it is relatively inexpensive compared with other initiatives such as cutting class sizes. It was also concluded that policy which introduced ‘synthetic phonic’ teaching has helped to reduce inequality and should improve social mobility in the long term. (“Teaching to Teach” Literacy. Centre for Economic Performance, 2016)	1,2,3
Use diagnostic GL assessments to help teachers identify and close gaps in knowledge	GL assessments are a useful form of formative feedback for students, parents and teachers. They allow students to understand their learning gaps and teachers the ability to design their curriculum to meet the needs of learners. This strategy has impact on outcomes for pupil premium students. The EEF reports that high quality feedback produces 6 months of extra progress for students.	2
Effective use of Aspire intervention to reintegrate learners who are severely and persistently absent from school.	A structured, supportive, and personalised approach that addresses the root causes of absence, builds confidence, and re-establishes a connection to school. Key strategies include conducting thorough assessments to understand individual barriers, creating a welcoming and accessible environment, implementing a phased return with tailored support, and fostering strong partnerships with families to rebuild trust and promote consistent communication. (How to tackle persistent absenteeism in school, Thrive, 2024)	1,2,4
Training of whole staff on reciprocal reading strategies.	Reciprocal Reading is a structured, discussion-based approach to the teaching of reading comprehension designed and delivered by FFT. It aims to develop children’s understanding of a text and teach them important strategies for making sense of what they read. These strategies – predicting, clarifying, questioning and summarising – are used repeatedly on small sections of the text, to deal with any comprehension difficulties as they emerge. Through repeated use of the strategies, readers become more confident in dealing with misunderstandings and start to apply the strategies to their own independent reading. As a targeted intervention, reciprocal reading is used to address the reading difficulties of children who can decode a text but struggle to understand it. (EEF)	2,3

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Improving Student Behaviour

Budgeted cost 26/27: Included within the confirmed total pupil premium budget of £506,300; detailed allocation by activity to be finalised

Activity	Evidence that supports this approach	Challenge number(s) addressed
Good behaviour helps disadvantaged students by creating a calm and predictable learning environment, which is especially beneficial because they may be more vulnerable to disruptions that can hinder their academic and social development. Positive behaviour allows these students to stay focused, receive more instruction, and build self-esteem and confidence through a sense of security and success. It also helps them develop crucial social skills and provides a foundation for a better overall educational experience. (What you need to know about behaviour and discipline in schools, D of E, 2021)		
Training of whole staff on developing routines for behaviour, beginnings of lessons, ends of lessons, questioning and non-verbal cues.	Much of what occurs in successful school cultures and classrooms is invisible. Often, when observing a highly effective teacher or simply witnessing a calm transition between lessons, there is an innate feeling that something exceptional is occurring in the atmosphere of the classroom or corridor. However, it is often difficult to pinpoint what is being done for this to occur. Underneath nearly every action in an effective lesson or purposeful management of unstructured time is one key ingredient, guaranteed: routine. (James Dyke, Bradford Research School 2024)	1,2,4
Use Thrive to help the most vulnerable students succeed and stay in class.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others. (EEF)	1,2,4
Use Behaviour Managers to intervene early in improving behaviour of pupil premium students	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. (The EEF credits effective behaviour interventions as adding 3 months of progress.)	1,2,4
Use of CLA Specialist teacher to improve outcomes, and development of targeted provision for CIN and CLA students	Due to increasing amounts of CLA students at LSA the school is using its Pupil premium funds to pay for a teacher whose sole strategic responsibility is the care, progress and welfare of CLA students. This focused use funding is designed to improve the performance for this group. The CLA cohort is amongst the lowest performing groups in English schools, achieving an average Attainment 8 figure of 18.7 (D of E, 2024)	1,2,4

Other Costs - Detailed allocation to be finalised within the confirmed £506,300 budget

Part B: Pupil premium strategy statement for Lytham St Annes High School

REVIEW OF 2025-26 AND 2026-27 PROGRESS TO 25 SEPTEMBER 2026

Review purpose. This annual update evaluates progress against the four challenges in the 2025-2028 strategy and resets the implementation priorities for 2026-27. The latest verified full-year data are from 2025-26 and the final 2026 examination outcomes. As the 2026-27 year is at an early stage, new-year impact judgements are limited to implementation evidence available by 25 September 2026. The confirmed 2026-27 pupil premium budget is £506,300. The current census count was not located in the available records and is therefore shown as to be confirmed rather than estimated.

2026-27 progress and implementation evidence to 25 September 2026

Area	Work completed this academic year	Evidence / current position	Next progress test
Attendance	Attendance remains a whole-school and PP priority. First-day response, named-pupil tracking, family engagement, mentoring and weekly review arrangements have been reset for 2026-27.	The verified baseline remains 83.5% FSM attendance in 2025-26, up 2.7 percentage points from 2024-25.	Weekly PP attendance dashboard; first half-term review against the 86.0% annual success measure.
Attainment and assessment	Year 7 CATs and Year 8 NGRT testing were completed in the week beginning 7 September. Year 7 and Year 8 STAR testing was scheduled and delivered during 14-18 September. Year 11 baseline data was collected by 25 September.	The latest completed outcomes remain the 2026 GCSE results: PP Attainment 8 36.30; 46.2% grade 4+ and 24.4% grade 5+ in English and mathematics. New-year assessment activity has established the evidence base for intervention, but it is too early to judge impact.	October reporting of Year 7 progress tests and Year 7/8 NGRT results; November Year 11 mock analysis and intervention review.
Reading and literacy	Baseline reading assessments have begun through NGRT and STAR. Whole-school teaching and learning briefings have reinforced literacy, and the 2026-27 programme includes handwriting, reading, vocabulary, modelling and feedback.	The completed 2025-26 evidence shows accelerated PP progress: Year 7 PP gained 27 standardised score points and 6 percentile points; Year 8 PP gained 18 standardised score points and 2 percentile points. A core group of approximately 15-20 pupils still requires intensive support.	Identify pupils below 80 and pupils moving from On Watch to intervention; publish baseline groups, provision and midpoint measures.
Behaviour, attendance and inclusion	Staff briefings on routines and behaviour have taken place weekly. On 22 September, child-facing staff training covered the SEND Code of Practice and relational behaviour through case studies. Vulnerable learner coordination, repeat-suspension review and inclusive practice are explicit 2026-27 priorities.	The verified 2025-26 baseline is 506 suspension episodes affecting 119 pupils. The PP pupil suspension rate was 11.92%, compared with 5.89% for non-PP pupils.	Half-termly analysis of event rate, pupil rate, repeat suspension and reasons, with case review after return to school.
Staff accountability	The year began with curriculum, teaching and learning, safeguarding,	Implementation is established through the SIP, SLT responsibility	Autumn QA of routines and teaching, followed by

Area	Work completed this academic year	Evidence / current position	Next progress test
and quality of teaching	routines and behaviour briefings. Results analysis and appraisal training took place on 8 September. The 2026-27 appraisal, CPD and QA cycle explicitly prioritises PP, SEND and vulnerable learners.	matrix, strategic meeting cycle and published calendar. Impact on classroom consistency and PP outcomes remains to be tested through QA.	November quality-of-teaching review and January SEND/disadvantaged QA.
Wider strategies and enrichment	The 2026-27 plan continues More Than Grades, careers, transition and broad enrichment, with participation tracking for PP pupils and action on cost, transport, confidence and awareness barriers.	The latest verified baseline is 75.6% PP participation, compared with 82.8% for non-PP pupils. Current-year participation totals are not yet available.	Half-termly participation review, targeting at least 80% PP participation and sustained engagement across a broad offer.

Data note: Because the document is published on 25 September 2026, completed 2025-26 outcomes are used as baselines. 2026-27 statements report implementation completed to date and do not claim impact where a valid new-year outcome measure is not yet available.

2025-26 progress against intended outcomes

Intended outcome	Progress	Evidence and evaluation
Attendance improvement for pupil premium students	Good progress, further improvement required	FSM attendance rose from 80.8% to 83.5%, a 2.7 percentage-point improvement. Whole-school persistent absence reduced from 27.9% to 24.2%. The disadvantage attendance gap remains substantial, so attendance remains the first priority.
GCSE outcomes improve for pupil premium students	Mixed progress	PP Attainment 8 was 36.30 in 2026, above 33.63 in 2024 and broadly unchanged from 36.44 in 2025. PP outcomes were 46.2% at grade 4+ and 24.4% at grade 5+ in English and mathematics, compared with 73.9% and 50.0% for non-PP pupils. Late improvement was evident from the November mock, but gaps remain too wide.
Reading ages for pupil premium students improve	Strong progress in KS3, targeted refinement required	Year 7 PP pupils recorded stronger growth than the year-group average, including +27 standardised score points and +6 percentile points. Year 8 PP growth remained positive at +18 standardised score points and +2 percentile points. Approximately one fifth of pupils overall recorded a reading-age decline, and Year 8 SEND remains a priority.
Reduce suspension and exclusion rates for pupil premium students	Insufficient progress	The 2025-26 PP pupil suspension rate was 11.92%, compared with 5.89% for non-PP pupils. PP pupils accounted for 242 of 506 suspension episodes. Truancy and persistent or general disruption were the dominant recorded reasons. Repeat suspension and disproportionate representation require sharper case-level intervention.
Make all staff accountable for PP outcomes	Implementation strengthened	The 2026-27 SIP, SLT responsibility matrix, CPD calendar and QA cycle explicitly prioritise disadvantaged pupils, vulnerable learner tracking, inclusive teaching, literacy, attendance and achievement. Impact will be tested through termly PP reviews and department-level evidence.

Current data dashboard

Measure	Latest verified position	Progress / gap
Latest verified school population	1,582 pupils	Population denominator used in the 2025-26 suspension analysis.
Latest verified PP population	428 pupils	27.1% of the 1,582-pupil population.

Measure	Latest verified position	Progress / gap
FSM attendance	83.5% in 2025-26	Up 2.7 percentage points from 80.8% in 2024-25.
Whole-school attendance	90.1% in 2025-26	Up 0.7 percentage points and above the DfE improvement expectation.
Persistent absence, all pupils	24.2% in 2025-26	Reduced from 27.9%, but remains a major barrier.
PP Attainment 8	36.30 in 2026	Broadly stable from 36.44 in 2025; 9.91 points below the 2026 PP FFT20 expectation.
PP grade 4+ English and mathematics	46.2% in 2026	27.7 percentage points below non-PP pupils.
PP grade 5+ English and mathematics	24.4% in 2026	25.6 percentage points below non-PP pupils.
PP pupil suspension rate	11.92% in 2025-26	Compared with 5.89% for non-PP pupils.
PP enrichment participation	75.6% in the latest SEF evidence	Below the 2026-27 target of at least 80%.

Update on activities and impact

Improving Attendance

Activity	Progress and impact in 2025-26	2026-27 implementation focus	Challenges
Build strong relationships and understand pupil context	Attendance mentoring, parental engagement and a support-first approach contributed to FSM attendance improving by 2.7 percentage points.	Continue priority first-day response, family support meetings, attendance contracts and trusted-adult mentoring for named PP pupils.	1, 2, 4
Regularly review attendance data	Attendance was tracked at whole-school, year-group and individual level. Persistent absence reduced to 24.2%.	Track all PP pupils below 92%; review the highest-priority cohort weekly and report termly to governors.	1, 2, 4
Provision map for PA and severe absence	Earlier identification and targeted intervention reduced persistent absence overall, but FSM attendance remains 83.5%.	Integrate PP attendance, SEND, safeguarding, behaviour and progress through the vulnerable learner dashboard and Inclusion Panel.	1, 2, 4

Improve academic performance and narrow existing gaps in reading ages

Activity	Progress and impact in 2025-26	2026-27 implementation focus	Challenges
Synthetic phonics and intensive literacy	Intervention produced measurable gains for many pupils, including gains of 10-30 standardised points in identified cases, but a core group of approximately 15-20 pupils retained severe and persistent literacy difficulties.	Provide daily or near-daily intervention for the highest-need cohort; re-screen pupils below 80 and pupils whose cognitive profile indicates hidden literacy barriers.	1, 2, 3
Diagnostic assessment	STAR, NGRT and literacy data identified cohort and pupil-level strengths and barriers. PP reading growth was particularly strong in Year 7.	Use baseline and midpoint assessments, GL progress measures and department analysis to refine teaching and intervention rapidly.	2, 3
Aspire / reintegration support	Improved attendance and reduced internal truancy indicate stronger engagement systems, though impact is not yet	Align reintegration plans with attendance, curriculum access, literacy, behaviour and family support through shared plans.	1, 2, 4

Activity	Progress and impact in 2025-26	2026-27 implementation focus	Challenges
	consistently reflected in academic outcomes.		
Reciprocal reading and whole-school literacy	Reading attainment improved across Years 7 and 8; PP pupils progressed at least as quickly as peers and Year 7 PP pupils made accelerated gains.	Sustain reciprocal reading, disciplinary literacy and reading culture; increase challenge for stronger readers and prioritise Year 8 SEND and PP pupils not at benchmark.	2, 3

Improving Student Behaviour

Activity	Progress and impact in 2025-26	2026-27 implementation focus	Challenges
Whole-staff routines and relational behaviour	Internal truancy reduced and routines became clearer, but suspensions remained concentrated among disadvantaged and SEND pupils.	Use September and October training, routine-focused QA and consistent reintegration to reduce recurrence and improve lesson engagement.	1, 2, 4
Targeted support for vulnerable pupils	Pastoral, behaviour, attendance and inclusion systems became more aligned.	Introduce a repeat-suspension trigger and case review including pupil voice, family, attendance, SEND, safeguarding and curriculum access.	1, 2, 4
Behaviour Managers and early intervention	119 pupils received at least one suspension, with 83 receiving at least two; truancy was recorded in 370 episodes.	Prioritise PP pupils in Years 8 and 10, evaluate support plans after each return and track recurrence, attendance and learning engagement.	1, 2, 4
CLA specialist and coordinated support	CLA and previously CLA pupils benefited from stronger PEP, virtual school and multi-agency coordination, while outcomes remain variable.	Continue strategic use of PEP and PP+ funding, review impact of provision and maintain early partner involvement.	1, 2, 4

Wider strategies and personal development

Activity	Progress and impact in 2025-26	2026-27 implementation focus	Challenges
More Than Grades and enrichment	Overall participation was 80.9%; PP participation was 75.6% compared with 82.8% for non-PP pupils.	Raise PP participation to at least 80%, track breadth and sustained attendance, remove cost, transport, confidence and awareness barriers.	1, 2
Careers and destinations	The latest published sustained destination rate for disadvantaged pupils was 75%, below the 83% national disadvantaged figure in the cited provisional data.	Prioritise PP pupils for careers guidance, employer encounters, work experience, college transition and destination follow-up.	1, 2
Vulnerable learner coordination	A single dashboard, half-termly progress meetings and fortnightly Inclusion Panel are planned for 2026-27.	Use one record of attendance, behaviour, suspension, progress, interventions and safeguarding to evaluate impact and avoid duplicated support.	1, 2, 4

2026-27 success measures and monitoring

Priority	2025-26 baseline	2026-27 success measure	Monitoring
PP attendance	83.5% FSM attendance	86.0% FSM attendance, with a narrowing gap to peers.	Weekly dashboard; half-termly PP review; termly governor report.

Priority	2025-26 baseline	2026-27 success measure	Monitoring
Persistent absence	24.2% whole-school PA	Below 20% whole-school PA, with a clear reduction for PP pupils.	Named-pupil review and intervention impact log.
PP attainment	A8 36.30; 46.2% at 4+ EM; 24.4% at 5+ EM	Year-on-year improvement in PP A8 and higher 4+/5+ conversion, with gaps to non-PP narrowing.	Termly forecast, subject and intervention review.
Reading	Strong PP growth, but uneven cohort impact	At least 80% of identified readers improve reading age; PP pupils move from On Watch to Benchmark categories.	Baseline, midpoint and end-point reading assessments.
Suspension	PP pupil rate 11.92%	At least 20% reduction in repeat suspensions and a reduced PP/non-PP gap.	Termly event rate, pupil rate, recurrence and reasons.
Enrichment	PP participation 75.6%	At least 80% PP participation with sustained engagement across a broad offer.	Half-termly participation and barrier review.
Staff accountability	PP focus established in SIP, CPD and QA	100% staff engagement in relevant CPD; PP implementation and impact evident through QA and appraisal.	QA cycle, department reviews and termly strategy evaluation.

Overall evaluation

Overall judgement: the completed 2025-26 evidence shows good progress in attendance and reading, mixed progress in attainment, and insufficient progress in reducing suspension disproportionality. During September 2026, the school has moved promptly from evaluation into implementation: baseline CAT, NGRT and STAR assessment has been undertaken; Year 11 data has been collected; weekly routines, teaching and safeguarding briefings are operating; and staff training on the SEND Code of Practice and relational behaviour has begun. These actions establish the current-year delivery platform, but it is too early to make secure 2026-27 impact judgements. The 2026-27 strategy therefore retains the four original challenges while sharpening named-pupil tracking, high-quality inclusive teaching, literacy intervention, attendance casework, repeat-suspension review and access to enrichment.