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	25/26 - 1612
Proportion (%) of pupil premium eligible pupils	25% (405 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	31st December 2025
Date on which it will be reviewed	31st Dec 2026
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	25/26 - £469,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	25/26: £469,565

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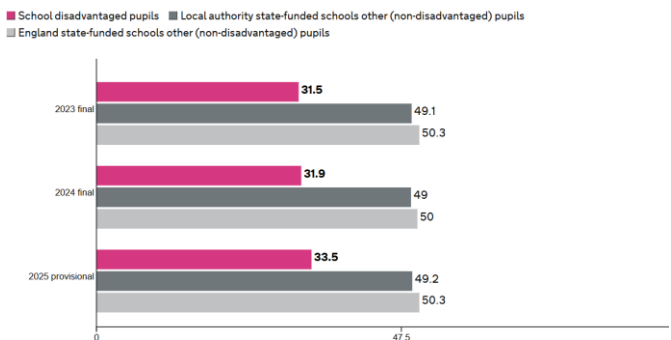
Good attainment and high rates of literacy remain the biggest barrier for future life chances for students in receipt of the pupil premium.

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 disproportionally 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 25/26: **£98,000**

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. *Working together to improve school attendance, Department of Education (August 2024)*		
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 and severe absence that	Treating social disadvantage as a risk factor for poor attendance and provision mapping for these students is a powerful way of improving attendance for pupil premium students. (The Disadvantage Calculator: Identifying Barriers to Learning 2024)	1,2,4

is reviewed and acted on. Provisions and their effectiveness are measured carefully.		

Improve academic performance and narrow existing gaps in reading ages

Budgeted cost: **25/26: £159,000**

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

Improving Student Behaviour

Budgeted cost: £194,000

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 - £19,000

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

REVIEW 2024-25

This details the impact that our pupil premium activity had on pupil outcomes at KS4 in the 2024 to 2025 academic year

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Title	2024/2025 Y11Actual Res #	2024/2025 Y11Actual Res %
Pupils		
Students Included	56	
E&M Threshold		
Entered	54	96.43
Both Subjects Below 5	25	44.64
Only English 5 or Above	15	26.79
Only Maths 5 or Above	4	7.14
Both Subjects 5 or Above	12	21.43
Both Subjects Below 4	19	33.93
Only English 4 or Above	6	10.71
Only Maths 4 or Above	3	5.36
Both Subjects 4 or Above	28	50
Entries		
Entries ach a grade 9 to 8 (Inc A*)	20	4.99
Entries ach a grade 9 to 7 (Inc A*-A)	36	8.98
Entries ach a grade 9 to 5 (Inc A*-B)	143	35.66
Entries ach a grade 9 to 5 (Inc A*-C)	150	37.41
Entries ach a grade 9 to 4 (Inc A*-C)	221	55.11
Total Entries	401	
Average Entries per pupil	7.16	

Title	2024/2025 Y11Actual Res #	2024/2025 Y11Actual Res %
Performance		
Pupils with 5+ A*-C (4+)	27	48.21
Pupils with 5+ A*-C (Inc M&E 4+)	26	46.43
Pupils with 5+ A*-C (Inc M&E 5+)	12	21.43
Pupils with 5+ Grade 9-5	12	21.43
Pupils with 5+ Grade 9-5 (Inc M&E)	10	17.86
Progress 8		
Attainment 8	34.58	
English Attainment 8	7.8	
Maths Attainment 8	6.89	
EBac Attainment 8	9.48	
Other Attainment 8	10.4	

Comparison to National Other is below in all areas.

Comparison to PP Nationally is strong (A8 overall is =, Eng is +ve, Maths is=, EBac is =, Other is +ve)*

*based on ASP2024

Attendance for all students remains a priority, despite some green shots of improvement for disadvantaged students. The focus moving forward is on the quality and consistency of daily provision for all students, to ensure attendance improves.

The outcomes of Summer 2025 marked a significant improvement in student attainment for those in year 11. However, significant challenges remain and addressing the attendance and achievement gap in all years were a priority throughout the year.

The outcomes of Summer 2025 mark the final cycle of the school's original PP plan. September 2025 will see significant leadership and organisational change, with a relentless focus on the achievement of disadvantaged students.

Observations, student voice and feedback of teaching and learning shows improved questioning, cold calling and other techniques to ensure PP engagement. This has been observed across all subjects and in all year groups. Feedback from observations and reviews of the quality of teaching in year 11 was positive. Ofsted (2022) noted "Leaders have ensured that the curriculum is well designed for all pupils, including those pupils with SEND. The order of learning has been carefully considered to make sure that pupils build up a strong body of knowledge in most subjects"

Exceptionally strong post 16 data for PP (Not NEET) is tracked and recorded. Work with post 16 providers supports the assertion that students are prepared for the next stage of their study.

The Ofsted inspection in October 2022 quality assured many of the programmes and strategies in school, along with reviews and visits from the Local Authority. The move into joining an Multi Academy Trust has also increased accountability in this area.

Observed outcomes continue to show good behaviour, good teaching and strong relationships throughout the school. This continues to be the most important aspect of ensure equality of opportunity, so that all students can succeed. **Whilst the challenges identified remain the same, there has been a significant shift in the importance of improving attendance post Covid and the impact on outcomes and experience. The school's commitment to developing students beyond the classroom remain a priority and a key part of the school's future.**

Intended outcome	Progress	Evidence
Large numbers developing beyond the classroom through extra-curricular activity	Strong ↔	Student voice Parent voice
High levels of literacy	Variable ↓	Ofsted inspection LA visits SEND Review
Outstanding teaching	Variable ↓	QA Cycle Ofsted LA visits
Excellent attainment in English and maths	Strong↑	FFT Data National Progress in Maths
Increase numbers of PP students taking the EBAC	Strong ↔	Option choices
Continuous Cycle of Review and Improvement	Variable ↔	Ofsted LA Visits

Update on Actions to Improve Outcomes/Experience of Disadvantaged Students (2024/5 expenditure)

TEACHING: £166,279	TARGETTED ACADEMIC SUPPORT: £209,765	WIDER STRATEGIES: £107,132
Literacy Projects focussed on moving from speaking to writing. **COMPLETED/EMBEDDING/ ONGOING**	Use of senior staff to lead academic progress in year groups **COMPLETED**	More than Grades initiative with all students, embedding employability skills and Leadership Programmes for PP **COMPLETED/EMBEDDING**
Increase teacher numbers in core subjects to ensure high quality teaching for all students **COMPLETED/ONGOING**	HLTA Deployment in core subjects **CANCELLED WITH SUPPORT FOCUS IN SEMH PROVISION**	Improve adult behaviours as part of a better school culture **COMPLETED/EMBEDDING**
Improve leadership skills throughout the schools through fully supporting the NPQs **COMPLETED/ ONGOING**	Improved nurture/support provision, including Mental Health and HLTA support **COMPLETED/ONGOING**	Parental engagement for year 7 students **IN PROGRESS**
Increase staff planning time **COMPLETED/ ONGOING**	Aspire Hub for new starters and support those impacted by Covid (absence) **COMPLETED/EMBEDDING**	Regular high quality summer schools **CANCELLED**
Develop strong vocational AP provision for KS4 **COMPLETED/ ONGOING**	Peer to peer mentoring **COMPLETED/EMBEDDING**	Complete overhaul of Attendance processes and increased family support **IN PROGRESS**
Develop teaching through improved instruction, feedback and questioning. This starts with excellent diagnostic teaching. **IN PROGRESS**	Increased SEND expertise to ensure all students succeed **IN PROGRESS**	
Whole school focus on meta cognition and self regulation **COMPLETED/ ONGOING**	NTP Engagement **COMPLETED**	
Increase access to STAR reader for yr8 and 9 **COMPLETED/ ONGOING**		
The money spent in this area is driving ALL improvements for disadvantaged students. Quality in our curriculum intention and implementation are ensuring improved standards and outcomes.	The impact in this area is far more specific to individual students. Ongoing peer mentoring is highly effective and improved SEND provision are supporting well.	More Than Grades is the cornerstone of building Powerful Knowledge. It is also a key part of preparing students beyond their time at LSA and ensuing they are strong in the future employment market. Ofsted were clear of the impact this was having on disadvantaged children.