



Pupil premium strategy statement for Lytham St Annes High School

REVIEW 2020-21

This details the impact that our pupil premium activity had on pupil outcomes at KS4 in the 2022 to 2023 academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. The covid19 pandemic has made it difficult to compare the outcomes for disadvantaged students in previous years. This does not allow us to show the incremental improvements that have been gaining significant momentum since 2018.

However, as a key focus in school, a number of different strategies were employed which ensured strong Pupil premium outcomes for year 11 (leaving the school) and quickly reduced gaps for PP students returning after the school lock down. Whilst the school has been positive and proactive since our return in September 202, there is growing evidence to show that over the lockdown period, disadvantaged students were impacted more than non disadvantaged.

Year 11 PP outcomes for July 2021: Progress 8 at +0.13, Attainment 8 of 4.5. English and Maths at Grade 4 were slightly below the national average for PP (52%) whilst English and maths at grade 5 were above the national average (37%) Outcomes compared favourably with local, county and national schools (FFT shows overall ranking of 22). 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. Strong post 16 data for PP (Not NEET) is shown with 94% of the entire cohort moving on to employment or education. This shows disadvantaged students have transferred with equal success to post 16 provision.

We know that covid has impacted PP students disproportionately. We have seen significant difference in some areas (ie numbers taking languages) and less in others (overall attendance since September 2021) We will need to rebuild student confidence and opportunity so the excellent work in MFL can facilitate an increase in numbers opting for the EBAC.

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.

Update on Actions to Improve Outcomes/Experience of Disadvantaged Students

TEACHING:	TARGETTED ACADEMIC SUPPORT:	WIDER STRATEGIES:
Literacy Projects focussed on moving from speaking to writing. IN PROGRESS	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 IN PROGRESS
Increase teacher numbers in core subjects to ensure high quality teaching for all students NOT STARTED	HLTA Deployment in core subjects IN PROGRESS	Improve adult behaviours as part of a better school culture IN PROGRESS
Improve leadership skills throughout the schools through fully supporting the NPQs IN PROGRESS	Improved nurture/support provision, including Mental Health and HLTA support IN PROGRESS	Parental engagement for year 7 students IN PROGRESS
Increase staff planning time COMPLETED	Aspire Hub for new starters and support those impacted by Covid (absence) IN PROGRESS	Regular high quality summer schools NOT STARTED
Develop strong vocational AP provision for KS4 IN PROGRESS	Peer to peer mentoring 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 IN PROGRESS		
Increase access to STAR reader for yr8 and 9 NOT STARTED		
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 funds are required to maintain the high quality of provision in Aspire (quality of staff, time etc)	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 ensuring they are strong in the future employment market. Ofsted were clear of the impact this was having on disadvantaged children.