



Pupil premium strategy statement for Lytham St Annes High School

REVIEW 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes for 201/22 have to be used cautiously when used to assess success. Post Covid and the lockdowns, the focus in school was ensuring the return to education of disadvantaged students. In year 11, this was clearly shown in GCSE outcomes.

Pupils		Attainment					Progress		
		FSM6	Not FSM6	Attainment 8 (Overall) ∨			Progress 8 (Overall) ∨		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	62	226	3.8	5.2	-1.4	-0.61 ●	-0.02	-0.59
Gender	Male	33	110	3.5	5.1	-1.6	-0.63	-0.17	-0.46
	Female	29	116	4.2	5.3	-1.1	-0.59	0.14	-0.73
DFE Prior Attainment	Higher attainers	7	53	6.3	7	-0.7	-0.24	0	-0.24
	Middle attainers	30	130	4	5.1	-1.1	-0.9	0	-0.9
	Lower attainers	22	38	2.8	3.4	-0.6	-0.33	-0.08	-0.25
SEN Group	SEN Support	9	13	2.4	2.8	-0.4	-1.13	-1.24	0.11
	EHC Plan	2	1	2.1	0.7	1.4	0.02	-	-
	No SEN	51	212	4.2	5.4	-1.2	-0.54	0.06	-0.6

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.

Exceptionally strong post 16 data for PP (Not NEET) is shown with 98% of the entire cohort moving on to employment or education. This shows disadvantaged students have transferred with equal success to post 16 provision.

The Ofsted inspection in October 2022 quality assured many of the programmes and strategies in school.

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. **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.**

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

Update on Actions to Improve Outcomes/Experience of Disadvantaged Students

TEACHING: £115,800	TARGETTED ACADEMIC SUPPORT: £193,000	WIDER STRATEGIES: £77,200
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 COMPLETED
Increase teacher numbers in core subjects to ensure high quality teaching for all students COMPLETED	HLTA Deployment in core subjects IN PROGRESS	Improve adult behaviours as part of a better school culture COMPLETED
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 NOT STARTED
Increase staff planning time COMPLETED	Aspire Hub for new starters and support those impacted by Covid (absence) COMPLETED	Regular high quality summer schools NOT STARTED
Develop strong vocational AP provision for KS4 IN PROGRESS	Peer to peer mentoring COMPLETED	
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	NTP Engagement IN PROGRESS	
Increase access to STAR reader for yr8 and 9 COMPLETED		
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 ensuing they are strong in the future employment market. Ofsted were clear of the impact this was having on disadvantaged children.