



Pupil premium strategy statement for Lytham St Annes High School

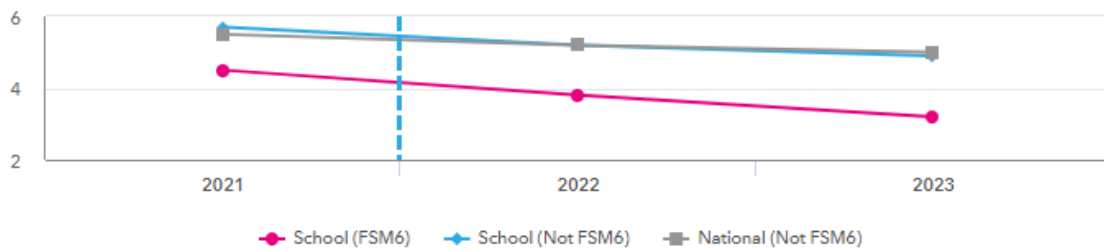
REVIEW 2022-23

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

Outcomes for PP students in 2023 will be impacted by school curriculum decisions to limit GCSE entries to ensure success at post 16.

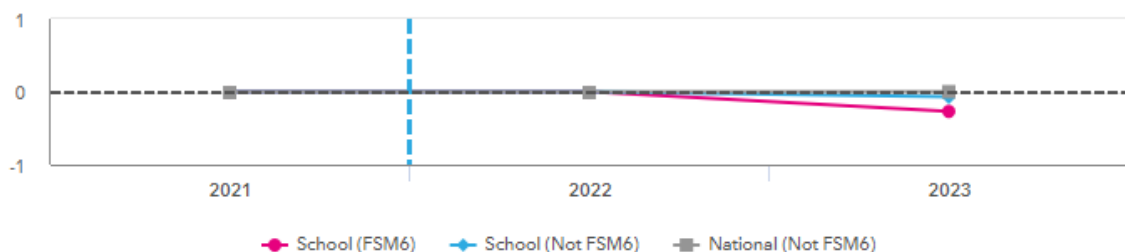
KS4 attainment for disadvantaged pupils 2023

Attainment 8 (Overall) ∨



KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall) ∨



Attainment & progress

Pupils		Attainment			Progress				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	49	236	3.2	4.9	-1.7	-0.27	-0.07	-0.2
Gender	Male	21	124	2.6	4.8	-2.2	-0.72	-0.13	-0.59
	Female	28	112	3.8	5.2	-1.4	0.03	0	0.03
DFE Prior Attainment	Higher attainers	3	65	5.7	6.5	-0.8	-0.17	0.05	-0.22
	Middle attainers	31	131	3.7	4.7	-1	-0.17	-0.16	-0.01
	Lower attainers	13	35	1.8	2.8	-1	-0.55	0.06	-0.61
	SEN Support	5	15	1.6	2.9	-1.3	-0.36	-0.73	0.37

ENGLISH LANGUAGE:

Pupils		Actual results			Pupil progress			
		Avg Point Score	% Grade 4+	% Grade 5+	Avg Point Score	% Grade 4+	% Grade 5+	
Summary	All Pupils >	279	4.6 ↓	73% ↓	50% ↓	-0.17 🚫	-0%	-7% 🚫
Gender	Male >	141	4.1 ↓	60% ↓	42% ↓	-0.40 🚫	-9% 🚫	-10% 🚫
	Female >	138	5.1	87% 🟢	59%	+0.07	+9% 🟢	-3%
DFE Prior Attainment	Higher attainers >	68	6.0 ↓	94%	81%	-0.12	-2%	-7%
	Middle attainers >	159	4.6 ↓	77% ↓	50% ↓	-0.15	+1%	-7%
	Lower attainers >	45	2.7	31%	7%	-0.28	+0%	-7%
Pupil Premium	FSM (in last 6 years) >	46	3.3 ↓	50%	24%	-0.42	-2%	-8%
	Not FSM (in last 6 years) >	233	4.9 ↓	78% ↓	55% ↓	-0.12	+0%	-6% 🚫
FSM	FSM >	40	3.3 ↓	48%	25%	-0.45 🚫	-4%	-6%
	Not FSM >	239	4.8 ↓	77%	54% ↓	-0.12	+0%	-7% 🚫
	FSM (ever) >	73	3.5 ↓	55%	26% 🚫↓	-0.25	+2%	-7%

MATHS

		Actual results			Pupil progress			
		Pupils	Avg Point Score	% Grade 4+	% Grade 5+	Avg Point Score	% Grade 4+	% Grade 5+
Summary	All Pupils ›	279	4.9	77%	54%	+0.12	+2%	-0%
Gender	Male ›	141	5.1 +	77%	57%	+0.11	+0%	-2%
	Female ›	138	4.7	77%	52%	+0.13	+3%	+1%
DFE Prior Attainment	Higher attainers ›	68	6.9	99%	97%	+0.34 +	-0%	+5%
	Middle attainers ›	159	4.7	82%	51%	+0.07	+3%	-1%
	Lower attainers ›	45	2.6 ↓	27%	2%	-0.05	-0%	-6%
Pupil Premium	FSM (in last 6 years) ›	46	3.6	59%	30%	+0.04	+7%	+2%
	Not FSM (in last 6 years) ›	233	5.2	81%	59%	+0.13	+1%	-1%
FSM	FSM ›	40	3.5	58%	25%	-0.03	+5%	-2%
	Not FSM ›	239	5.2	80%	59%	+0.14	+1%	-0%
	FSM (ever) ›	73	3.7	60%	29%	+0.02	+6%	-1%

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 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. This matches the figure from 2022.

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. This was seen in the options process for 2022/3 where high quality teaching has supported increased take up.

The impact of the literacy work was observed by Ofsted “Reading is a priority for leaders at this school. Fostering a love of reading in pupils is woven into the curriculum activities across subjects. Pupils enjoy the opportunity for shared reading in form time. Pupils understand the value of reading to help them access the

full curriculum. Leaders have effective systems in place to identify any pupils who find reading more difficult. Well-trained staff support pupils to improve their fluency and comprehension in reading”

The impact of wider strategies can be seen in good behaviour and safety for students, “Pupils, including pupils with special educational needs and/or disabilities (SEND), told inspectors about the high expectations that staff have for their behaviour in lessons. They said that poor behaviour does not disrupt learning. This is because teachers follow the behaviour policy consistently well to deal with any issues.”

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	Strong	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 (2022 expenditure)

TEACHING: £112,000	TARGETTED ACADEMIC SUPPORT: £140,000	WIDER STRATEGIES: £70,000
Literacy Projects focussed on moving from speaking to writing. COMPLETED/EMBEDDING	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	HLTA Deployment in core subjects IN PROGRESS	Improve adult behaviours as part of a better school culture COMPLETED/EMBEDDING
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) COMPLETED/EMBEDDING	Regular high quality summer schools NOT STARTED
Develop strong vocational AP provision for KS4 IN PROGRESS	Peer to peer mentoring COMPLETED/EMBEDDING	
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/EMBEDDING	NTP Engagement COMPLETED	
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 ensuring they are strong in the future employment market. Ofsted were clear of the impact this was having on disadvantaged children.