



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

	2024/2025	
	Y11Actual Res	
Title	#	%
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	

	2024/2025	
	Y11Actual Res	
Title	#	%
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.