

Pupil premium strategy 2019-21 (This strategy document works in academic years, whilst PP funding is received in financial years)

1. Summary information					
School	Lytham St Annes High School				
Academic Year	2020/21	Total PP budget	£270,000	Date of most recent PP Review	12/19
Total number of pupils	1488	Number of pupils eligible for PP	2016/17: 284 2017/18: 293 2018/19: 281 2019/20: 290 Estimate for 2020/21:	PP Link Governor:	Bev Harrison

2. Current attainment											2a. Expected Outcomes	
	Pupils eligible for PP (your school)					All (internal)					All	Disadvantaged
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2021	2021
Progress 8 score average	-0.66	-0.35	-0.57	-0.32*	0.05	-0.14	0.11	0.13	0.01*	0.3	0.19	-0.03
Attainment 8 score average	39	39.9	36.7	37.1	47	50.5	49.2	51.4	48.12	5.6	51	41

* However, for internal purposes, three year 11 students who were unable to attend school have had their scores capped. Internally, this provides a P8 figure for all of +0.08 and for PP - 0.16

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Literacy skills, in particular the vocabulary gap
B.	Ability to self-regulate and the need to keep developing academic/scholastic habits
C.	Experience and opportunity beyond the classroom
Additional barriers	
D.	Deeply embedded, lowered expectations of disadvantaged students

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
Good teaching is the most important leve schools have to improve outcomes for disadvantaged students <i>(EEF Guide to the Pupil Premium, 2019)</i>		
A.	Excellent Literacy The reading ages of all disadvantaged students will be at least equal to chronological age.	Accelerated/ STAR reader engagement Reading Age tests/ Grade4+ at GCSE
B.	Outstanding behaviour	Internal data re. Reflection and Thrive Reduced repeated exclusions

	The behaviour of all students will ensure the best possible environment for learning . Support services will be deployed effectively to support the removal of barriers and improve attendance	Remove all missed learning time in school Students and staff satisfaction Disadvantaged student attendance will be 95%
C.	Brilliant Teaching Professional learning at all levels will ensure that all staff have the skills to develop literacy and deliver consistently good teaching	Continues Quality Improvement Cycle to show excellent teaching in all areas.
D.	Increased opportunities outside of the classrooms All students will be given opportunities to engage, lead and develop during their time at school. Investment in the social and cultural capital will ensure a wider knowledge base for all.	Fairer representation of Disad students in all areas of school (curric, sport, Leaders etc)

Excellent Outcomes

As we provide our students with the skills to move on to post 16 education and then work, it is critical that we give our disadvantaged students the **results and outcomes** that they deserve. In an area of low aspiration, these are the **currency that allow our students to move forwards, with confidence**.

Continuous Cycle of Review and Improvement

One of the key ways of improving our school has been to ensure that the success of disadvantaged students is the responsibility of all people, at all times. The need to address inequality runs through all school improvement and culture. Therefore, the road to improvement is a continuous, relentless focus on teaching, behaviour and experiences outside of the classroom and not reacting to new initiatives

5. Planned expenditure

Academic year	2020/21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What feedback will we use?
High Quality Professional Learning	<ul style="list-style-type: none"> All learning to be at least good for all students with well planned, sequenced learning Progress gap between PP/NPP to be removed 	The school has a long history of underperformance for disadvantaged children. Even when results for the school have improved, it has not been an equal spread.	<ul style="list-style-type: none"> External collaboration with FCTSA and Blackpool Teaching School Line management restructure High quality induction of SLT & ML 	DDE	Quality Assurance systems in each department that ensure high standards Ongoing to July 2021
Revisit and develop Blackpool Research project on Literacy with Alex Quigley	<ul style="list-style-type: none"> Attainment of PP to be at least 40 	Therefore, a decision to prioritise the skills of all	<ul style="list-style-type: none"> Termly review meetings Literacy reviews as part of QA Literacy governor meetings 	DDE	Ongoing to July 2021: New QA system to reflect Literacy observations.

Appraisal structure change to develop research leads with disadvantaged students and disciplined inquiry	<ul style="list-style-type: none"> High expectations seen in all classrooms with full engagement in school 	<p>teachers, with a specific focus on literacy has been adopted.</p> <p>The improvement in expectations, behaviour and teaching will impact the disadvantaged students more.</p> <p><i>EEF Guide to the Pupil premium, EEF, June 2019</i></p> <p><i>Improving Literacy in Secondary Schools, EEF, July 2019</i></p>	<ul style="list-style-type: none"> External review by Blackpool Research school PP governor to observe/review 	RBA	<p>January 2021 update to Governors July 2020 completion</p> <p>Evidence to feed development plan for 2020/21 >></p>
Ensure high quality subject knowledge of staff by reducing second subject commitments			<ul style="list-style-type: none"> Curriculum review Student and staff voice activities Integrated Curriculum Financial Planning Subject Enhancement Courses 	TCU	Ensure all staff requiring subject enhancement have been mentored internally (ex-A-Level)
Increase teacher numbers to reduce teacher:pupil ratio across the school (including a foundation group in yr 7)			<ul style="list-style-type: none"> Termly curriculum reviews Maintain focus on Recovery Plan 1:1 with curriculum leaders Staff Voice 	TCU	Christmas and Easter review. Reference to research and decision on class size v planning time for 2020/21
Total budgeted cost				c. £45000	

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What feedback will we use?
Use of senior staff to lead academic progress in year groups	<ul style="list-style-type: none"> Better identification of the barriers each child faces in each group Forensic and specific knowledge gaps being closed Ensure a culture of learning through excellent behaviour and support 	<p>An embedded process of colleges has created cross-year pastoral provision. In challenging existing practice, the appointment of new roles will allow greater focus on year group progress (esp disadvantaged)</p> <p>This feeds system of genuine academic support and intervention.</p> <p><i>EEF Guide to the Pupil premium, EEF, June 2019</i></p> <p><i>Maximising the Effectiveness of TA, UCL, Spring 2017</i></p> <p><i>Nurture Groups in secondary Schools, Colley D, 2009</i></p>	<ul style="list-style-type: none"> Rigorous leadership training programme Monthly feedback to SLT Parental feedback 	TCU/DDE	<p>Use of the Governor Committees to evidence the implementation and impact.</p> <p>Therefore, feedback will be assessed three times a year until 2021</p> <p>Review of attendance data for each year and group</p>
HLTA Deployment in core subjects			<ul style="list-style-type: none"> 3 data checks focussed on PP in each subject Line management merged with teaching staff (appraisal) CPD in literacy for HLTA 	RBA	
Improved nurture/support provision, including Mental Health and HLTA support			<ul style="list-style-type: none"> DHT line management AB meetings to identify students Weekly review of classchart data Termly reviews with staff Report to Standards Committee 	SCA	
Total budgeted cost					c.£200 000

iii. Other approaches							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What feedback will we use?		
More than Grades initiative with all students	<ul style="list-style-type: none"> Improve communication with parents, students and staff All students are able to add context to their learning through a broad range of experiences Excellent, respectful behaviour in school to allow all to learn 	<p>Whilst we recognise that high quality teaching will bring the greatest benefits, there are a number of actions outside of this that we propose to secure.</p> <p>A focus on behaviour, culture and expectations can be supported with improved Parental Engagement.</p> <p>Where the climate and culture is poor, disadvantaged students are impacted disproportionately.</p> <p><i>EEF Guide to the Pupil premium, EEF, June 2019</i></p> <p><i>When the Adults Change, Dix P, 2017</i></p> <p><i>Parental engagement and narrowing the Gap, NFER, 2013</i></p>	<ul style="list-style-type: none"> Increase the administration resources to support Form Tutor work. Use of new software to track equality of opportunity. 	GCL	<p>Termly review of recognition points, by subject and group</p> <p>Presentation and training with staff to ensure equity of distribution.</p>		
Class charts to ensure consistency of recognition and reward systems				SCA			
Improve adult behaviours as part of a better school culture			<ul style="list-style-type: none"> Improved culture and expectations through a school wide set of values. Staff training and opportunities to plan/practice to ensure values run through all aspects of school. 	SCA	<p>Lesson observations, Quality Assurance and work with LA to ensure high standards.</p> <p>Shortened follow up period where improvement is required.</p>		
Parental engagement for year 7 students				<ul style="list-style-type: none"> Parental Forum (through PTFA) Aim for LPPA accreditation 		RBA/NBR	<p>Parent evaluation and increase in Parent Portal.</p> <p>Clear link between targeted students and data</p>
Ensure excellent transition, starting in year 4.				<ul style="list-style-type: none"> LSA Feeder Conference to ensure systems are appropriate Survey and parent voice of current year 7 students 		RJO	<p>October and February reviews of year 7 and 8</p> <p>Allow primary school feedback to ensure high standards</p>
Total budgeted cost					c.£25 000		

6. Review of expenditure (Please see comment re 2yr evaluation)

Previous Academic Years

2018/19 and 2019/20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																																																																																																																																																																																																																																																																
Targeted support in Science with developing leadership and increasing staffing	Increase the progress of all PP students in Double Science	<table border="1"> <caption>Percentage entering English Baccalaureate by pupil group</caption> <thead> <tr> <th rowspan="2">Breakdown</th> <th rowspan="2">Cohort</th> <th colspan="3">English Baccalaureate</th> <th colspan="3">English</th> <th colspan="3">Mathematics</th> <th colspan="3">Science</th> </tr> <tr> <th>No. of Entries</th> <th>Sch %</th> <th>Nat %</th> <th>No. of Entries</th> <th>Sch %</th> <th>Nat %</th> <th>No. of Entries</th> <th>Sch %</th> <th>Nat %</th> <th>No. of Entries</th> <th>Sch %</th> <th>Nat %</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>244</td> <td>55</td> <td>23</td> <td>40</td> <td>233</td> <td>95</td> <td>96</td> <td>235</td> <td>96</td> <td>97</td> <td>238</td> <td>98</td> <td>96</td> </tr> <tr> <td>Male</td> <td>96</td> <td>20</td> <td>21</td> <td>34</td> <td>89</td> <td>93</td> <td>95</td> <td>92</td> <td>96</td> <td>97</td> <td>92</td> <td>96</td> <td>95</td> </tr> <tr> <td>Female</td> <td>148</td> <td>35</td> <td>24</td> <td>46</td> <td>144</td> <td>97</td> <td>97</td> <td>143</td> <td>97</td> <td>98</td> <td>146</td> <td>99</td> <td>97</td> </tr> <tr> <td>Disadvantaged</td> <td>49</td> <td>6</td> <td>12</td> <td>44</td> <td>43</td> <td>88</td> <td>97</td> <td>44</td> <td>90</td> <td>98</td> <td>47</td> <td>96</td> <td>97</td> </tr> <tr> <td></td> <td></td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>27</td> <td></td> <td></td> <td>92</td> <td></td> <td></td> <td>94</td> <td></td> <td></td> <td>91</td> </tr> <tr> <td>Ever 6 FSM</td> <td>44</td> <td>6</td> <td>14</td> <td>44</td> <td>39</td> <td>89</td> <td>97</td> <td>40</td> <td>91</td> <td>98</td> <td>42</td> <td>95</td> <td>97</td> </tr> <tr> <td></td> <td></td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>28</td> <td></td> <td></td> <td>92</td> <td></td> <td></td> <td>94</td> <td></td> <td></td> <td>91</td> </tr> <tr> <td>Children looked after</td> <td>5</td> <td>0</td> <td>0</td> <td>40</td> <td>5</td> <td>100</td> <td>96</td> <td>4</td> <td>80</td> <td>97</td> <td>5</td> <td>100</td> <td>96</td> </tr> <tr> <td></td> <td></td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> <td colspan="3">Like-for-like</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>13</td> <td></td> <td></td> <td>73</td> <td></td> <td></td> <td>82</td> <td></td> <td></td> <td>72</td> </tr> <tr> <td>Other</td> <td>195</td> <td>49</td> <td>25</td> <td>44</td> <td>190</td> <td>97</td> <td>97</td> <td>191</td> <td>98</td> <td>98</td> <td>191</td> <td>98</td> <td>97</td> </tr> <tr> <td>SEN EHCP</td> <td>3</td> <td>0</td> <td>0</td> <td>40</td> <td>3</td> <td>100</td> <td>96</td> <td>2</td> <td>67</td> <td>97</td> <td>3</td> <td>100</td> <td>96</td> </tr> </tbody> </table> <p>National comparators show disadvantaged, FSM6 and LAC all achieved better than the national in Science 2020: No national data produced, but internal data (inc CAG) showed improved PP performance to -0.05. There was still an internal achievement gap (0.4) created by improved NPP performance.</p>	Breakdown	Cohort	English Baccalaureate			English			Mathematics			Science			No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	All pupils	244	55	23	40	233	95	96	235	96	97	238	98	96	Male	96	20	21	34	89	93	95	92	96	97	92	96	95	Female	148	35	24	46	144	97	97	143	97	98	146	99	97	Disadvantaged	49	6	12	44	43	88	97	44	90	98	47	96	97			Like-for-like			Like-for-like			Like-for-like			Like-for-like																					27			92			94			91	Ever 6 FSM	44	6	14	44	39	89	97	40	91	98	42	95	97			Like-for-like			Like-for-like			Like-for-like			Like-for-like							28			92			94			91	Children looked after	5	0	0	40	5	100	96	4	80	97	5	100	96			Like-for-like			Like-for-like			Like-for-like			Like-for-like							13			73			82			72	Other	195	49	25	44	190	97	97	191	98	98	191	98	97	SEN EHCP	3	0	0	40	3	100	96	2	67	97	3	100	96	<p>There need to be a greater focus on the ability of teachers to intervene strategically, rather than just the role of an HLTA</p> <table border="1"> <thead> <tr> <th>PP</th> <th>APS</th> <th>4+</th> <th>7+</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>3.8</td> <td>70</td> <td>0</td> </tr> <tr> <td>2019</td> <td>3.1</td> <td>42</td> <td>0</td> </tr> <tr> <td>2018</td> <td>3.4</td> <td>39</td> <td>4</td> </tr> <tr> <td>2017</td> <td>3.2</td> <td>40</td> <td>0</td> </tr> </tbody> </table> <p>More time has been given to the HOD to develop the curriculum and work with colleagues on CPD</p> <p>The complex nature of science qualifications and the natural setting caused by triple award science needs further understanding.</p>	PP	APS	4+	7+	2020	3.8	70	0	2019	3.1	42	0	2018	3.4	39	4	2017	3.2	40	0	30000
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Development of Oracy skills	Improve the ability of PP students to articulate their learning and frame improved written responses	<p>Positive P8 score for the cohort, after a weak start.</p> <p>PP gap is the smallest ever and improving</p> <p>2020: The gap remained but outcomes improved considerably</p> <p>There is an overall link at LSA between reported P8 score and the success of English. Improved Oracy is being shown in a significantly improved English curriculum, with long term improvement:</p> <table border="1" data-bbox="824 571 1429 699"> <tr> <td>PP</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>P8</td> <td>-0.7</td> <td>-0.32</td> <td>-0.63</td> <td>-0.36</td> <td>-0.05</td> </tr> <tr> <td>P8 Eng</td> <td>-0.56</td> <td>-0.19</td> <td>-0.69</td> <td>-0.41</td> <td>+0.01</td> </tr> </table>	PP	16	17	18	19	20	P8	-0.7	-0.32	-0.63	-0.36	-0.05	P8 Eng	-0.56	-0.19	-0.69	-0.41	+0.01	<p>Observations have shown increased teacher confidence in questioning and oracy. Book reviews have shown this to have varying impact across the year groups, but a whole school focus on this must continue.</p> <p>It is difficult to measure the success of individual aspects of oracy/literacy improvement. However, the overall impact is clear.</p>	26200
PP	16	17	18	19	20																	
P8	-0.7	-0.32	-0.63	-0.36	-0.05																	
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost												
HLTA in Eng, Ma and Science	Identify underperformance and target PP students who are at risk of failure	<p>Impact shown through overall P8 score in year 11, as well as the performance of year 10 in Mock exams.</p> <p>Progress 8 for disadvantaged pupils</p> <table border="1" data-bbox="846 1085 1209 1388"> <tr> <td>Progress score for disadvantaged pupils</td> <td>-0.43</td> </tr> <tr> <td>Confidence interval</td> <td>-0.79 to -0.07</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>48</td> </tr> <tr> <td>Disadvantaged pupils with adjusted scores</td> <td>3</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>0.13</td> </tr> <tr> <td>National average for disadvantaged pupils</td> <td>Like-for-like -0.45</td> </tr> </table> <p>2019 was the first year that the overall progress outperformed the national average for Disadvantaged students.</p>	Progress score for disadvantaged pupils	-0.43	Confidence interval	-0.79 to -0.07	Number of disadvantaged pupils	48	Disadvantaged pupils with adjusted scores	3	National average for non-disadvantaged pupils	0.13	National average for disadvantaged pupils	Like-for-like -0.45	The positions will continue, but there is need for clearer input into literacy/PP (i.e as opposed to general subject enhancement)	330000
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Hardship Fund	To ensure that financial hardship is not a barrier to our curriculum provision	Difficult to measure outside of cohort performance (see above) 2020: Moved to more targeted responses, based on removing barriers to accessing curriculum, behaving well and accessing provision beyond the curriculum. Reduction in NEETS, increased uptake in all MTG events	This will continue as the hidden disadvantage in this area is an issue.	25400
Improve parental engagement	Holistic approach to improving outcomes for disadvantaged students	Use of YMCA sessions showed variable impact. Numbers attending were reduced on previous years, but quality of feedback was excellent. Year 11 students: Of the 15 students, 9 performed better in the summer than mocks.	The size of impact is not great enough. Work at the YMCA has been good, but we need to look at ways of engaging more parents. This projects has showed what can be achieved and must now be scaled up.	10000
Student Inclusion worker to support attendance	To remove the attendance gap for disadvantaged children in the school	Attendance remained an issue, with a stubborn PP/NPP gap. The gap of around 2.5% is a high priority in future years to reduce.	Whilst attendance data does not support the success, the role supports work in general family engagement. Case by case information can show importance of this role.	22000
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Homework and breakfast Clubs	To create a safe and stimulating environment for disadvantaged students to embed learning	Only around 20% of eligible students took up the offer. These students succeeded in being better prepared for school and made improvements over the course of the year. HW club (P6 provision) has been more successful	These need to be open to all students to ensure that friendship groups are taken into account. Both initiatives will continue	24000

Development of LiNC/ inclusion	To remove social and emotional barriers to disadvantaged children achieving.	Impact has been strong here with new provision being established. Currently around 60% of students accessing the provision are PP, which is a significant over-representation. 2 Pex have been avoided and 3 non-attending year ks4 students have been reintegrated back into school. 2020: This area of school developed dramatically in 2020 and will form a key part of the 2021 provision. Numbers of PP accessing the provision rose to 64%	This provision has incurred significant cost in the implementation phase. It is also important to keep this area of preventative work at the heart of what we do. It is also the most important provision in removing social barriers for students in ALL year groups.	72000
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7. Additional detail

In light of Covid19 and the impact on school accountability measures, the school is extending the review period to look at impact over two cycles of funding.

2018/19 saw the end of the traditional way of managing the PP funds at LSA and 2019/20 saw the start of more focussed expenditure in the three key areas of school life (Curriculum, Behaviour, More than Grades) identified on all school improvement plans. Each area ensures that funding is spent to improve access to opportunities for PP students.

During the transition year, work took place at all levels to ensure that High Quality Wave One teaching is secured in all areas. The need to plan, support and stretch disadvantaged students is now understood and shared amongst all staff, rather than a single leadership role. This developed further in 2020 with a focus on literacy skills. The break in fluency, caused by the lockdown, will be addressed through the govt. catch up funding.

The school development plan, designed to oversee whole school improvement to July 2021 recognises the inequality and is clear in the mission to:
To improve the outcomes and experiences of all students, ensuring that those affected by disadvantaged share fully in the school's success

The school has made the decision to extend the end point of this mission to July 2022, allowing us to review further the impact of lockdown on PP students and the success of the plans put in place.

As quoted in numerous articles and research, the only way to remove the performance gap is to ensure high standards of behaviour and expectation. Improved provision in Reflection and Thrive will ensure that we focus on addressing individual concerns before they impact academic performance.

Our curriculum remains extensive, broad and balanced and focussed on the core objective of removing the historic inequality in school. Initial observations are that this is working.

2020/21 will see the start of an accountability based entirely on the performance of disadvantaged students, embedded for the 2021 academic year.

