

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	2019/20	Total PP budget	£270,000	Date of most recent PP Review	12/15
Total number of pupils	1488	Number of pupils eligible for PP	2016/17: 284 2017/18: 293 2018/19: 281 Sep 2019 estimate of 290	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	2016	2017	2018	2019	2020	2020
Progress 8 score average	-0.66	-0.35	-0.57	-0.32*	-0.14	0.11	0.13	0.01*	0.19	-0.03
Attainment 8 score average	39	39.9	36.7	37.1	50.5	49.2	51.4	48.12	51	41

*This figure is likely to be the published figure. 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
C.	Experience and opportunity beyond the classroom
Additional barriers	
D.	Deeply embedded, lowered expectations of disadvantaged students

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		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 Reading Age tests

B.	Outstanding behaviour 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	Internal data re. Reflection and Thrive Reduced exclusions Remove all missed learning time in school 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**.

5. Planned expenditure

Academic year	2019/20
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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
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 2020: 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>	<ul style="list-style-type: none"> External review by Blackpool Research school PP governor to observe/review 	RBA	<p>January 2020 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		<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"> 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 work</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

Previous Academic Year

2018/19 (Academic year)

i. Quality of teaching for all

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Targeted support in Science	Increase the progress of all PP students in Double Science	<table border="1" data-bbox="824 437 1500 932"> <thead> <tr> <th rowspan="3">Breakdown</th> <th rowspan="3">Cohort</th> <th colspan="12">Percentage entering English Baccalaureate by pupil group</th> </tr> <tr> <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></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></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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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></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></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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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></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></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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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 data-bbox="824 944 1500 1011">National comparators show disadvantaged, FSM6 and LAC all achieved better than the national in Science</p>	Breakdown	Cohort	Percentage entering English Baccalaureate by pupil group												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																																											Ever 6 FSM	44	6	14	44	39	89	97	40	91	98	42	95	97																																											Children looked after	5	0	0	40	5	100	96	4	80	97	5	100	96																																											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	There need to be a greater focus on the ability of teachers to intervene strategically, rather than just the role of an HLTA	15000
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Development of Oracy skills	Improve the ability of PP students to articulate their learning and frame improved written responses	Positive P8 score for the cohort, after a weak start. PP gap is the smallest ever and improving	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.	13100																																																																																																																																																																																																																																																																																				

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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"> <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)	165000
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Hardship Fund	To ensure that financial hardship is not a barrier to our curriculum	Difficult to measure outside of cohort performance (see above)	This will continue as the hidden disadvantage in this area is an issue.	12700												
Improve parental engagement	Holistic approach to improving outcomes for disadvantaged students	<p>Use of YMCA sessions showed variable impact. Numbers attending were reduced on previous years, but quality of feedback was excellent.</p> <p>Year 11 students: Of the 15 students, 9 performed better in the summer than mocks.</p>	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. Therefore this must continue but improve	5000												
Student Inclusion worker to support attendance	To remove the attendance gap for disadvantaged children in the school	<p>Attendance remained an issue, with a stubborn PP/NPP gap.</p> <p>The gap of around 2.5% is a high priority in future years to reduce</p>	Whilst attendance data does not support the success, the role supports work in general family engagement.	11000												
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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	12000
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.	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.	36000

7. Additional detail

2018/19 saw the end of the traditional way of managing the PP funds at LSA.

During the transition year, work has taken 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.

The school development plan 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

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.

