



Lady Margaret School

1. Summary information					
School	Lady Margaret School				
Academic Year	17/18	Total PP budget	120 100	Date of most recent PP Review	Oct 2017
Total number of pupils	736	Number of pupils eligible for PP	114	Date for next internal review of this strategy	Jan 2018

2. Current attainment and achievement		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (national average)
% achieving 4 in EM (2016-17 only)	83%	Tbc
% achieving 5 in EM (2016-17 only)	57%	tbc
% achieving expected progress in English / Maths (2015-16 only)	66.67% / 53.33%	75.8% / 73.4%
Progress 8 score average	0.06	Tbc
Attainment 8 score average	53.01	tbc

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	The GCSE attainment and achievement of disadvantaged students show they are not making as much progress as their non-disadvantaged peers either in school or nationally, although there has been a clear improvement in A8 and P8 scores in 2017 compared with 2016, and the in-school difference has diminished, especially in English
B.	Student aspirations do not always take them outside of the immediate area of London. It is apparent that many students have not visited central London or experienced the cultural/academic/social capital of living in a capital city
C.	Attendance figures for disadvantaged students are below those of non-disadvantaged students for 2016-2017 (94% against 96%, with FSM of 92.7%)
D.	Behaviour incidents logged in 2016-2017 show a disproportionate % of disadvantaged students not following school expectations for behaviour for learning and instances of repeat sanctions with little or no improvement. Students need to understand triggers for their behaviour and adopt strategies for improved behaviour for learning
E.	Lower levels of literacy and oracy are preventing some students from making progress

External barriers

F.	Disadvantaged student attendance for 2016/17 was 94%, below the national expectation of 95% and 2% below their peers
G.	Engagement with parents of disadvantaged students is less than parents of non-disadvantaged students. This could be indicative of negativity around contact with school and be a factor in a cycle of intergenerational deprivation for some families



4. Desired outcomes		Success criteria
A.	To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers	<p>More disadvantaged students achieve the EBacc with EM at a Grade 5 in order to progress on to pathways to reflect their academic potential (2017 43% PP versus 59% non-PP; entries at 77% & 80%)</p> <p>Diminished difference in progress of disadvantaged students and their non-disadvantaged peers in school (and against national figures), especially in Maths (2017 -0.32 versus 0.04)</p> <p>Monitoring/Evidence: ASP data; HoY termly Progress Reports to show this difference diminishing in all year groups; HoD termly analysis show this difference diminishing in their subject areas</p> <p>Whole School Vision reflects high expectations for all: confident and curious, resilient and resourceful learners – lesson observations, learning walks, book looks, responses to feedback, responsibility for literacy, group work, differentiation and appropriate stretch and challenge, CPD, Behaviour for Learning, reflection through Academic Review Days, rewards & celebration, building our “goodly heritage”</p>
B.	To raise the aspirations of disadvantaged students	<p>Outcomes to support a wider range of post-16 and post-18 pathways</p> <p>More disadvantaged students progress into our Sixth Form on appropriate courses</p> <p>High participation and engagement in extra-curricular activities/programmes</p> <p>Pupil voice evidence reflects more diversity in aspiration, with next steps clearly identified by learners</p> <p>Disadvantaged students represented at Prize Giving, at least in line with non-disadvantaged students</p> <p>More disadvantaged students nominated for/taking opportunities for enrichment/extension activities</p> <p>%NEET</p>
C. F.	For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort	<p>% attendance increases to at least in line with national expectation (95%)</p> <p>More effective communication home when concerns are raised so that PA is avoided</p>
D.	Improved behaviour for learning amongst the disadvantaged student cohort	<p>The % of disadvantaged cohort placed into sanctions reduces to at least in line with non-disadvantaged students in 2017/18.</p> <p>The AtL scores of the PP cohort are in line with non-disadvantaged students in 2017/18 and where this is not the case HoY have delivered and evaluated the effectiveness of their engagement programmes</p>
E.	Increased level of literacy for disadvantaged students	<p>Improved Attitude to learning scores with fewer concerns raised by teachers around contribution to lessons, resilience and classwork in data collections for the disadvantaged cohort</p> <p>Evidence from lesson observations and learning walks show the engagement and oracy of disadvantaged students in lessons and progress overall is not different from their non-disadvantaged peers</p> <p>Evidence from book looks to show students responding to literacy marking and combatting their mistakes; teachers holding disadvantaged students to account for developing their literacy;</p> <p>More disadvantaged students are taking a role in whole school performance activities, e.g. leading assemblies, membership of School Council, Centenary essay competition etc.</p>
G.	For the engagement of parents of disadvantaged students to improve in frequency in order to work with us more effectively	<p>Improved attendance at school events, response to communications, take up of offer of meetings/guidance/support and applications for hardship funding to support progress/engagement</p>