



Lady Margaret School

1. Summary information					
School	Lady Margaret School				
Academic Year	16/17	Total PP budget	106 030	Date of most recent PP Review	July 2017
Total number of pupils	736	Number of pupils eligible for PP	114	Date for next internal review of this strategy	Sept 2017

2. Current attainment and achievement		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	46.67%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	66.67% / 53.33%	75.8% / 73.4%
Progress 8 score average	-0.77	0.12
Attainment 8 score average	48.27	52.72

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

In-school barriers

A.	The GCSE attainment and achievement of Pupil Premium students shows they are not making as much progress as their non-PP peers either in school or nationally. In 2016 this was particularly evident in the Middle Prior Attainment on Entry Disadvantaged students Progress 8 scores (lowest 10% nationally).
B.	Student aspirations do not always take them outside of the immediate area of London and it is apparent that many students have not visited central London or experienced the cultural/academic capital of living in a capital city.
C.	Attendance figures for disadvantaged students are below those of non-disadvantaged students for 2015-2016 (91% against whole figure of 96.1%). Although this represents an improvement from 2014-2015 this is below the national expectation of 95%. Of the FSM cohort, the Persistent Absentee figure was 15.7%.
D.	Behaviour incidents recorded in 2015-2016 show 7 of the 14 fixed term exclusions issued were to disadvantaged students. Students need to understand triggers for their behaviour and adopt strategies for improved behaviour for learning.

External barriers

E.	Disadvantaged student attendance for 2015/16 was 91%, below the national expectation of 95% and below their peers
F.	Attendance at Parents' evenings for disadvantaged students is lower than non-disadvantaged students. This could be indicative of lower parental engagement levels with school in general.



4. Desired outcomes		Success criteria
A.	To improve the outcomes in real and relative terms for disadvantaged students. This should support student progression onto the widest range of post-16 courses and broaden horizons.	<p>MA disadvantaged students following a curriculum to lead them to be entered for EBacc and achieving 8 GCSEs.</p> <p>Diminished gap between the progress of disadvantaged students and their non-disadvantaged peers in school (and against national figures).</p> <p>The replacement to RAISE 2017 should show progress towards this, and more work at KS3 over 3-5 years should result in rates of attainment/progress to be equal for all students. This is a long-term goal and work on Teaching and Learning (Assessment for Learning, high expectations, stretch and challenge, differentiation, group work, CPD) will feed into this as well as our inclusive ethos of valuing every member of our community, our clearly articulated vision that all students should make progress through high quality teaching for all, and consistent learning conversation supported by pastoral teams.</p>
B.	Raised aspirations for disadvantaged students. This should support students to plan a future and create their own aspirations having explored “success” and growth in different forms.	<p>Ideally this would be seen through impact upon results as students realise they need to work to get the grades they need.</p> <p>Disadvantaged students recognised in <i>Lady Margaret Mentions</i> and Prize Giving, at least in line with non-disadvantaged students.</p> <p>For disadvantaged students to have the opportunity to discuss their future options with a member of staff, to visit/listen to visitors from Higher or Further educational establishments. More disadvantaged students being nominated for/taking up the opportunities for a wide range of enrichment and extension visits.</p> <p>Future pathways: %NEET</p>
C.	For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort	% attendance increases to at least in line with national expectation (95%)
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 2016/17.</p> <p>The AtL scores of the PP cohort are in line with non-disadvantaged students in 2016/17.</p>
E.	To ensure parents are aware of the impact of attendance on achievement through regular communication home, and to see a decrease in absences, both unauthorised and unexplained, particularly in the FSM cohort	Attendance data is used with students and parents so that the % attendance increases
F.	For the engagement of parents of disadvantaged students to increase in order for all parties to work together for the best outcomes	Raised attendance at school events, response to communications, take up of offer of meetings/guidance/support



5. Planned expenditure					
Academic year		2016/2017			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Improved behaviour for learning amongst the disadvantaged student cohort (D)	Alter how the school logs and tracks behaviour incidents	<p>Data from 2015/16 showed a disproportionately high number of serious incidents and exclusions involving disadvantaged students</p> <p>There is inconsistent recording so we do not have a clear overview of all the incidents, especially low-level disruption or detentions issued at departmental level.</p> <p><i>Clear lessons learnt from 2015/16 will form part of the work of the AAHT BfL & Inclusion in 2016/17.</i></p> <p>DfE “Supporting the Attainment of Disadvantaged Pupils” draws on research produced by NFER identifies addressing behaviour and attendance as one of the seven key features in schools which are more successful in raising the attainment of disadvantaged students.</p>	Take advice from 3BM on structure and design of inputting behaviour incidents to ensure most user-friendly approach adopted; use CPD time to model this to staff; review through Pastoral and HoDs meetings to feed into 2017/18 school development plan	AAHT BfL & Inclusion	June 2017; use recommendations to help set priorities for pastoral leadership and training in 2017/18



<p>To improve the outcomes in real and relative terms for disadvantaged students (A)</p>	<p>To review the curriculum to ensure it is meeting the needs of all learners, especially disadvantaged students.</p> <p>To implement a more coherent approach to Teaching and Learning so as to build a culture of CPD at all levels.</p> <p>To embed the new Assessment Policy and refine it so it is supporting students to take responsibility in making improvements, responding to feedback and progressing in their learning.</p> <p>To launch Show My Homework to support students in taking responsibility for the work set outside lessons, and to support them in meeting deadlines and seeking help more pro-actively.</p>	<p>Accountability measures and pathways are now designed to encourage students to follow the EBacc. We need to assess whether this is the guidance we will give and whether our intake shows this; we will also need to use resources efficiently to ensure that we retain breadth in our offer.</p> <p>DfE “Supporting the Attainment of Disadvantaged Pupils” draws on research produced by NFER identifies high quality teaching for all as one of the seven key features in schools which are more successful in raising the attainment of disadvantaged students.</p> <p>The EEF Toolkit identifies feedback as making the most difference to student progress</p> <p>Government report of ‘KS3: The Wasted Years’. This report recommends: Evaluating the quality and effectiveness of homework to ensure it helps pupils make good progress’</p>	<p>Continuous focus through inset days and building on quality teaching first. This will be evidenced by PM targets and reviews, lesson observations, feedback from learning walks and pupil voice. The focus on reflective practitioners and sharing good practice will support all staff to develop and take greater ownership of their practice.</p> <p>New staff induction July 2016.</p> <p>SLT – HoD LM discussions and follow up</p> <p>Involve ML in reviewing strengths and areas for development in their curriculum areas</p> <p>Evening for parents to understand new assessment and SMHW</p> <p>Tutors to follow up at ARD x 3 and on use of SMHW</p>	<p>SLT, and a focus of the work led by DHT</p> <p>Curriculum and AAHT Teaching & Learning 2016/17; HoDs</p>	<p>As part of SDP review summer term 2017; termly through reports on progress towards SDP priorities at FGB meetings.</p>
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<p>Raised aspirations for disadvantaged students (B)</p>	<p>Introduction of termly Academic Review Days (ARD) to build in focused and reflective conversations for all students with tutors</p> <p>To acknowledge and celebrate student success with the introduction of Prize Giving and acknowledging when targets are met.</p>	<p>Disadvantaged students are less likely to have parental discussions about options and future pathways. By introducing this across all students we will ensure that these discussions do take place, tutors can get to know their students better and liaise with wider professionals when individual barriers to learning are identified, thus providing the most vulnerable students with targeted support.</p> <p>Students respond well to external motivational speakers, and all research points to students responding best to specific praise</p>	<p>Clear briefing of staff in September about how this process fits into our cycle of student assessment, especially student feedback and response to marking, Attitude to Learning scores and longer-term progress. Regular return to this with staff, review at Pastoral and HoDs, communication to parents about this new approach, consistent themes about progress and growth mind-set built into assemblies.</p> <p>Variety of awards, to include progress and growth mind set as opposed to simply academic achievement.</p>	<p>SLT, HoKS, Tutors, KS3 PP Coordinator, School Chaplain</p>	<p>Feedback following ARD3 in July 2017</p>
Total budgeted cost					£2 030
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



<p>To improve the outcomes in real and relative terms for disadvantaged students (A) Raised aspirations for disadvantaged students (B) Improved behaviour for learning amongst the disadvantaged student cohort (D)</p>	<p>To employ a KS3 Pupil Premium Co-Ordinator to oversee the progress and support for disadvantaged students, raising their profile in school and celebrating their success</p> <p>To identify a space to use for intervention work with disadvantaged students where students will feel supported</p> <p>To provide mentoring programmes for students of most concern based on teacher feedback, behaviour data, progress reviews and other data</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all of the above factors. It will also help to raise the profile of these students in school time.</p> <p>The achievement gap was wider than expected for Year 11 in 2016.</p>	<p>Regular meetings of KS3 PP Coordinator and DHT Pupil Progress. Communication with HoDs and pastoral team about the role and initiatives. Liaison with Link Governor for PP.</p>	<p>DHT Pupil Progress and KS3PP Coordinator; PP Link Governor</p>	<p>Ongoing reviews</p> <p>School improvement partner will focus on the impact of this work in his work with us in the Summer Term 2017</p> <p>The impact of extra-curricular opportunities will take longer to evaluate but we can review % participating and the range of opportunities we offer at the end of this year</p>
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<p>To improve the outcomes in real and relative terms for disadvantaged students (A) To ensure all parties work together (F)</p>	<p>To introduce a regular cross-professionals meeting to share causes of concern and make co-ordinated plans for our most vulnerable students.</p>	<p>In order to support students with limited resources, harnessing all our aspects of student support will equip us better in making decisions about lead professionals in each case, and share best practice/build capacity.</p> <p>Safeguarding issues are likely to result in a barrier to learning for students. This will help support a consistent approach with the full spectrum of safeguarding issues that arise across the school.</p>	<p>Cover for staff to attend once a half-term; staff concerned to update documents and share.</p> <p>Staff to prioritise attendance at this meeting: Pastoral leads, Nurse, Chaplain, School counsellor, KS3 PP Co-ordinator, HT, DHT, Attendance and Welfare Officer. PA to HT to diarise and ensure least impact.</p>	<p>Headteacher & DSL</p>	<p>Half-termly; we should see support in place and used effectively with needs de-escalating and resources allocated to emerging/complex cases July 2017</p>
<p>To improve the outcomes for disadvantaged students in order to support future pathways (A) (B)</p>	<p>SLT to have Sixth Form discussions with the Y11 disadvantaged students; to prioritise this group to support raising aspirations for continued studies and where appropriate, academic pathways.</p>	<p>Low numbers of disadvantaged students continue into the Sixth Form – only 3/15 did so in September 2016</p>	<p>Brief Sixth Form Administrator, start discussions earlier in the cycle and brief SLT to follow up quickly for non-attendees</p>	<p>DHT Pupil Progress</p>	<p>After transition to post-16 in September 2017 and in conjunction with the new Director of Sixth Form</p>



<p>To improve the outcomes for disadvantaged students in order to support future pathways (A) (B)</p>	<p>To identify and offer Year 11 disadvantaged students not on track for a 5 in English and Maths to attend PiXL High 5 Conferences May and June 2017</p> <p>To fund Action tutoring to deliver small-group targeted intervention with disadvantaged students in Year 10 on either literacy or numeracy to support increased challenge of new GCSEs in summer term 2017</p> <p>SLT Mentoring of disadvantaged students not on track</p> <p>Provision of revision resources and curriculum resources for CA</p> <p>Year 11 disadvantaged students offered one-to-one and small group effective revision strategies sessions</p>	<p>The gap in attainment and achievement between disadvantaged students and non-disadvantaged students in school in 2016.</p> <p>The importance of achieving at least a Grade 4 in English and Maths in 2017 and beyond on reformed GCSEs.</p> <p>Equipping students with the information they need to make informed decisions about their future</p> <p>Equipping students with the resources they need to succeed in their education</p> <p>EEF research shows that metacognition and learning how students learn best boosts progress</p> <p>To develop more independent learners with the skills they need for future success</p>	<p>Regular data tracking, refining the grade boundaries as more information emerges nationally about the reformed qualifications, staff CPD on new qualifications, involving the teacher responsible for careers information and guidance in discussions and support</p>	<p>Head of KS4 and DHT Pupil Progress with Heads of Maths and English; KS4 E & M Intervention teachers</p>	<p>GCSE Results analysis 2017</p> <p>Year 10 progress impact data</p>
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Total budgeted cost					£80 000
iii. Other approaches (whole school)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the outcomes for disadvantaged students in order to support future pathways (A) (B)	To explore option of alternative provision in cases where students are unlikely to be able to access the curriculum offer or who have had time out of education	PA of key students in KS4 which severely inhibits their opportunities to progress on to any course; the necessity for students to avoid NEET status in order to be successful.	Review 2015/16 cases of PA and exclusions to identify triggers; gain early support from parents and wider agencies to explore in-house support and options, and make links within the Tri-Borough for potential sources of support and AP.	DHT Pupil Progress & HoKS4	Post-GCSE results and following destinations data in September 2017
To improve the outcomes in real and relative terms for disadvantaged students (A)	To raise the profile of disadvantaged students: Progress of disadvantaged students to be central in SDP; to use the KS3 Pupil Premium Co-Ordinator to support staff and share good practice; To enable students to access the range of learning support outside the classroom from PiXL	The attainment and progress gap between disadvantaged and non-disadvantaged students at Year 11 was wider than expected for Year 11 in 2016. Tackling this is a key school improvement priority. Pupil Premium is an ever-growing item on the school's agenda.	Focus of every staff, HoDs and Pastoral meeting starting point; strategies shared regularly through CPD programme throughout the year; all teaching staff have a PM target concerning the progress of disadvantaged students in KS4 or KS5.	All Staff, led by the vision of the Headteacher	Regular review of data on progress, attitude to learning, participation and progress towards targets for students and staff SDP Review summer term 2017 GCSE Results analysis 2017



<p>To improve the outcomes for disadvantaged students and raise aspirations for disadvantaged students to support future pathways (A) (B)</p>	<p>To fund membership of the PiXL Edge programme to develop engagement in school life</p>	<p>Employers and universities look for skills of resilience, leadership, communication which give some “the edge” over others and therefore we need to consciously promote and develop these skills in our students</p>	<p>Pilot with one year group first, look at the three levels of the programme, establish a whole school vocabulary for success supported through assemblies in 2016/2017</p>	<p>AAHT Behaviour for Learning and Inclusion; Pastoral leads; School Chaplain</p>	<p>July 2017</p>
<p>For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C) To ensure parents are aware of the impact of attendance on achievement through regular communication home, and to see a decrease in absences, both unauthorised and unexplained, particularly in the FSM cohort (E)</p>	<p>To implement changes to the attendance tracker and follow-up. 100% Attendance awards and rewards to celebrate and incentivise.</p>	<p>Students need to be attending school in order to learn. Students cannot learn if they are not in school. The disadvantaged student cohort has a disproportionate number of Persistent Absentees compared to other groups.</p>	<p>Train staff in using the attendance tracker and ensure a consistent drive on attendance throughout the year. Regular meetings to communicate and follow up on concerns regarding the impact of attendance on progress; more regular communication of concerns home and praise students for improvements. To set up parental meetings where attendance is a cause of concern and review strategies.</p>	<p>DHT Pupil Progress and Attendance & Welfare Officer</p>	<p>July 2017</p>
<p>To improve the outcomes in real and relative terms for</p>	<p>To subsidise core curriculum trips</p>	<p>Enable students to feel part of the school community regardless of their background and to broaden their experience</p>	<p>Clear policy; teachers made aware they need to request subsidy agreement before offer</p>	<p>DHT Pupil Progress and HoDs; Finance</p>	<p>July 2017</p>



disadvantaged students (A)				Manager	
Raised aspirations for disadvantaged students (B)	To subsidise activities, extra-curricular programmes and school trips, especially those which equip students with skills of leadership, team work and resilience	Enable students to feel part of the school community regardless of their background and financial barrier to participation	Clear policy; teachers made aware they need to request subsidy agreement before offer	DHT Pupil Progress, HoDs, KS3 PP Coordinator; Activities Week Coordinator; Finance Manager	July 2017
Total budgeted cost					£24 000

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Improved behaviour for learning	To review the whole-school behaviour policy and involve pupil voice in refining this.	Staff and pupil feedback was that students were more focused in lessons and the warning systems were effective for the majority of students. However, there were repeat offenders (mostly PP) so deterrent needs to be addressed. Due to regular staff absences it was not possible to staff the Inclusion room, leaving these more vulnerable students unsupervised for periods of time.	The capacity at SLT level or within the pastoral leadership staff to manage an Inclusion room comes at the cost of not being able to get into lessons more regularly, and takes ownership away from subject leaders. There needs to be more capacity built in, and a clear, staged-intervention ladder with middle leadership input – this will form part of the work of the AAHT BfL & Inclusion in 2016/17. The delay in response to some SI incidents has frustrated all stakeholders. A clearer method of communication is required, looking at reintegration following inclusion.	Partial funding of DH (Inclusion) salary: £44 460 Training: £599.50



ii. Targeted support				
Desired outcome	Chosen action / approach	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
Improved outcomes in English and Maths for disadvantaged students	Use of staff to deliver Curriculum Support for Maths and English instead of MFL GCSE One-to-one tuition for students with medical needs or complex issues	Progress in English and Maths for disadvantaged students is significantly below non-disadvantaged students (2016) and other students nationally. Individual provision and intervention outside lessons was more effective than small group curriculum withdrawal.	Selection of students for CS would need to be more forensic and form a more coherent plan for impact, with subject specialist involvement and additional qualifications (e.g. ECDL) if appropriate. Raising aspirations in KS3 and more effective grouping in KS3 (and effective Behaviour for Learning) is therefore necessary. Grouping and curriculum offer will be reviewed and then addressed following the curriculum review in Autumn 2016. CS will run for 2016-17 with the Year 10 into Year 11 cohort and be delivered by subject specialists. Longer-term need/impact will also need to be evaluated in 2016-2017. This provision will only be effective if there is a shared meaningful outcome and it equips students with skills for their future.	Funding of an LSA: £25 860 Tutoring: £35 692.50
	Students not on track to gain GCSE Grade C in English and/or Maths to attend subject conferences/ small group tutoring	Students who attended these sessions became more confident and the predicted grades improved following the interventions; this led to better outcomes in August 2016 although not all targeted students achieved the C Grade	Work was supported by the Maths department – this should be formalised and a proforma developed to show impact to evaluate the success of this work	Membership of PiXL Club: £5 500 Student Conferences & tutoring: £6781.60



Improved behaviour within the PP cohort	Review behaviour policy and ensure follow-up where PP pupils are persistently being removed from lessons due to behaviour.	Not all staff consistently followed the policy with specific PP students, and although there were some groups where low-level disruption reduced (based on learning walks) there were others in which teaching staff needed to be changed in order to re-focus students on learning at KS4 and minimise the impact of removal on their progress over time. The number of serious incidents and exclusions for disadvantaged students remain higher than non-disadvantaged students.	Behaviour for Learning needs to be embedded lower down the school, before habits are harder to break at KS4. Logging of behaviour incidents needs to be more user friendly to gain a clearer picture of what is happening in lessons and to inform CPD needs and sharing good practice. Building pastoral capacity will be key to this in the future as staffing a separate inclusion room is not possible on an ad hoc basis for SLT. Clarity and regularity of message for high aspirations and expectations for all with swifter action when these are not met would be more effective. In 2016-17 work will need to look at what is possible in the short and medium term to support this.	Partial funding of DH (Inclusion) salary: £44 460 Training and resourcing: £986.40
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iii. Other approaches

Desired outcome	Chosen action / approach	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
For the attendance of Pupil Premium students to improve	To part-fund the DH (Inclusion) to monitor attendance on a weekly basis with pastoral leads	Overall attendance improved substantially in 2015/16 to 96.1%. However, there is a big gap in this figure between PP and non-PP students which will need to be addressed in 2016/17.	The process for those not meeting attendance expectations will continue in 2016/17 with training for the Attendance Officer and funding of salary for ADHT to oversee attendance remit. However, the process will be changed in line with the alteration of guidelines regarding PA. The figure has now changed from under 85%, to under 90%.	Attendance Tracker: £1025.00



<p>For students from Low income families to be able to access curriculum related trips in line with their peers. To offer additional support for students who appear vulnerable in the environment.</p>	<p>To fund contributions for trips/activities that may be beneficial in engaging students in school and support academic progress.</p>	<p>All students were able to attend core curriculum trips in KS3 and 4. Participation in Activities Week was almost 100% in KS3. Pupil feedback in reports was positive. Disadvantaged students were able to perform in musical groups following subsidised lessons.</p>	<p>Money will continue to be used for this purpose in 2016/17 in line with the Pupil Premium Policy. This will need to be more closely monitored for impact and progress in order to set clear priorities for spend in 2017/18. Depending on cohort intake for 16/17, additional intervention for vulnerability/behaviour will be offered on the basis of need. How PiXL Edge can be used to encourage engagement and participation in school-based leadership activities should form part of the development of a wider and targeted extra-curricular programme next year.</p>	<p>Core Curriculum Trips: £3665.25 Extra-curricular trips: £4725.20 Music lessons: £5919.38 PiXL Edge: £500</p>
<p>To improve outcomes for disadvantaged students</p>	<p>To fund revision materials to support student learning at home To fund materials for use in practical subjects linked to coursework and controlled assessment</p>	<p>Overall GCSE results improved from 74% 5A*-C including English and Maths in 2015 to 84% 5A*-C including English and Maths in 2016.</p>	<p>Targeted support needs to be given with greater follow up on individual students. There also needs to be greater departmental ownership of using these resources and modelling to students effective revision techniques. With new specification changes next year, this also needs to be built into KS3 schemes of work. This should be fed into work on embedding the new Assessment Policy for 2016/17.</p>	<p>£1171.73</p>

7. Additional detail

- A different SLT structure will be used for the duration of 2016/17 with a number of one-year fixed term posts. This will mean a change in personnel managing and monitoring these resources.