



Lady Margaret School

| 1. Summary information | | | | | |
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| School | Lady Margaret School | | | | |
| Academic Year | 18/19 | Total PP budget | 141 165* | Date of most recent PP Review | Feb 2019 |
| Total number of pupils | 740 | Number of pupils eligible for PP | c.95 | Date for next internal review of this strategy | April 2019 |
| 2. Current attainment and achievement (2018) | | | | | |
| Headline measures | | Pupils eligible for PP (our school) | | Pupils not eligible for PP (national average) | |
| | | FSM6 | Disadvantaged | | |
| % achieving 4 in EM | | 79% | 77% | 71% | |
| % achieving 5 in EM | | 71% | 65% | 50% | |
| Progress 8 score average | | 0.46 | 0.41 | 0.13 | |
| Attainment 8 score average | | 55 | 53.73 | 49.96 | |
| 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 making better progress than their non-disadvantaged peers nationally, although there is a difference in-school which we need to work to diminish. There continues to be better attainment and progress in English for disadvantaged students (2017 and 2018) | | | | |
| 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 2017-2018 (95.6% against 96.6%, with FSM of 94.7%). This shows an improvement from 2016-2017 and remains an area to focus for 2018-2019 | | | | |
| D. | Behaviour incidents logged in 2017-2018 show a reduction in the disproportionate % of disadvantaged students not following school expectations for behaviour for learning compared with their non-disadvantaged peers. However, Heads of Year are concerned that some disadvantaged students have instances of repeat sanctions with little or no improvement. These students need to understand triggers for their behaviour and adopt strategies for improved behaviour for learning to make better progress | | | | |
| E. | Lower levels of literacy and oracy are preventing some students from making progress | | | | |
| External barriers | | | | | |
| F. | Disadvantaged student attendance for 2017/18 has improved to 95.6%, above the national expectation of 95%. However, it is 1% below their peers, and FSM was at 94.7% | | | | |



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| G. | Overall 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 Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school | Diminished difference in progress of disadvantaged students and their non-disadvantaged peers in school (P8 is above non-disadvantaged national figures), especially in Maths and History (ASP 2019) Monitoring/Evidence: ALPS KS4; HoY termly Progress Reports to show this difference diminishing in all year groups; HoD termly analysis show this difference diminishing in their subject areas |
| B. | To raise the aspirations of disadvantaged students | Outcomes to support a wider range of post-16 and post-18 pathways More disadvantaged students progress into our Sixth Form on appropriate courses High participation and engagement in extra-curricular activities/programmes Pupil voice evidence reflects more diversity in aspiration, with next steps clearly identified by learners Disadvantaged students achievement points to be at least in line with non-disadvantaged students More disadvantaged students nominated for enrichment/extension activities % NEET |
| C. F. | To diminish the difference in attendance of disadvantaged students & their non-disadvantaged peers | % attendance remains above national expectation in 2018/19 (95%) % attendance shows a diminishing difference between disadvantaged students & their non-disadvantaged peers |
| D. | To reduce the number of disadvantaged students who are sanctioned for repeating the same behaviour for learning with no improvement in progress | Continued parity in the AtL scores of the disadvantaged and non-disadvantaged cohorts HoY delivery of effective engagement programmes, especially for those with repeated instances of behavioural concerns – HoY evaluation shows successful reduction |
| E. | To increase the level of literacy and oracy for disadvantaged students | Improved Attitude to learning scores with fewer priorities for progress clustered around contribution to lessons (L), resilience (R), collaborative work (W) and classwork (C) in data collections for the disadvantaged cohort Evidence from lesson observations and learning walks show the engagement and oracy of disadvantaged students in lessons Evidence from book looks to show students responding to the marking code and combatting their mistakes; teachers holding disadvantaged students to account for developing their literacy More disadvantaged students are taking a role in whole school performance activities, e.g. leading assemblies, membership of School Council, Drama/Music Showcase etc. |
| G. | To engage parents/carers of disadvantaged students better in order to work with us more effectively | Improved attendance at school events Greater response to HoY communications around progress and engagement Increased take up of offer of meetings/guidance/support and applications for hardship funding to support progress/engagement |



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| | | Communication/advice around key transition points and sources of support, e.g. mental health and well-being; stress & examinations; learning outside lessons; developing independence |
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