



# Lady Margaret School

Review of expenditure				
Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>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 (A)</p>	<p>A1: To review the curriculum offer to ensure it is meeting the needs of all learners, especially disadvantaged students</p> <p>Rationale: Some of our disadvantaged students are limiting their options early and middle ability students are underachieving versus national expectation for progress and attainment. Research evidence from Ofsted shows that subject choice has an economic impact on individuals that lasts longer than the effect of the school that you went to</p>	<p>The Curriculum Review has led to revised curriculum choice for GCSE to ensure that the widest pathways remain open to all students, especially those who are disadvantaged.</p> <p>Parents understand why we have made these changes and feedback from the KS4 Curriculum Information Evening was positive.</p> <p>Middle Ability disadvantaged students in Year 9 are now following a curriculum to lead them to be entered for EBacc and achieving 8 GCSEs.</p> <p>Attitude to Learning scores for disadvantaged students and non-disadvantaged students show that engagement in learning is similar. The exception to this is with a small number of Year 9 disadvantaged students, and barriers to learning in these cases are linked to passivity, behaviour and attendance.</p>	<p>This is a long-term goal and one which remains at the heart of our vision. This is the “goodly heritage” that we want for all our girls.</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</p> <p>In 2017/18 more curriculum time has been given to KS4 English to support achievement and progress. This should reduce the need for last minute intervention sessions which are less targeted with little impact on progress. We will also run Drama in Years 8 and 9. This will provide disadvantaged students more opportunities to perform. We should continue to review and evaluate the curriculum offer each year</p> <p>Earlier parental engagement could help support student learning more effectively so that a gap in engagement is not created by Year 9.</p> <p>Heads of Year will be looking to identify and tackle any correlation between passivity in lessons, behaviour and attendance quickly. They will need some data &amp; attendance tracker CPD training.</p> <p>Literacy remains a barrier for some students so a focus on this will seek to remove this barrier next year</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>



	<p>A2: To implement a more coherent approach to Teaching and Learning so as to build a culture of CPD at all levels.</p> <p>Rationale: Quality teaching first</p>	<p>CPD planning meetings have established a clear mechanism for HoDs, SLT lead and DHT Curriculum to assess need, make and review plans based on paired lesson observations, book looks and learning walks</p> <p>Research and Development groups have enabled cross-curricular working and led to a successful sharing good practice session on our final Twilight inset</p> <p>Middle Leaders' CPD programme has been attended by 6 teaching staff.</p> <p>Teachers are now increasingly arranging their own CPD, e.g. peer observations, which highlights the change in culture</p>	<p>CPD on Teaching and Learning in 2017/18 (high expectations &amp; aspirations, stretch and challenge for all (especially PP), collaborative group work, literacy and literacy marking, pupil response to feedback) will feed into our whole school approach moving forward to embed high quality teaching</p> <p>Middle Leaders' CPD will be built into directed time for 2017/18</p> <p>The impact of RDG on pupils will be measured in the autumn term lesson observations and book looks</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>
	<p>A3: To embed the new Assessment Policy and refine it so it is supporting students to take responsibility in making improvements</p> <p>Rationale: EEF research shows feedback makes the biggest difference to progress</p>	<p>HoDs have led the implementation of the Assessment Policy in their areas and shared plans, expertise and reflections at HoDs meetings and with SLT in September and March. The subsequent "Next steps" document has shaped our SDP for 2017/18. Book looks in HT5 show that students have been responding to marking and feedback, and that there is some outstanding practice.</p> <p>However, teachers need to give more time in lessons for pupil responses to EBIs and ensure that the most vulnerable students are receiving feedback in line with departmental expectations. The departmental bench-marking exercise and subsequent SLT QA exercise in HT6 shows greater consistency, and this will feed into the SDP around response to literacy marking for 2017/18.</p>	<p>Our centenary year provides an opportunity to clearly articulate our inclusive vision that all students should make progress through high quality teaching for all, and consistent learning conversations supported by pastoral teams</p> <p>In 2017/18 we need to:</p> <ul style="list-style-type: none"> <li>• continue to monitor consistency of AtL scores. Heads of Year will look at trends</li> <li>• develop our internal monitoring of deciles as it rolls out</li> <li>• adapt to emerging information from awarding bodies to help students prepare for linear examinations, and keep parents informed as much as possible</li> <li>• run CPD on student responses to EBIs</li> </ul>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>



	<p>A4: To launch Show My Homework to support students in taking responsibility for the work set outside lessons</p> <p>Rationale: EEF research shows that VFM is high for Secondary schools and setting homework</p>	<p>Use of SMHW is higher than other schools in the first year. HoDs are monitoring the quality and quantity of work set, Tutors are following up if students have not logged on, and we published ARD3 documentation on SMHW to support student engagement and responsibility. 7/115 Disadvantaged students have never logged in to their accounts. 3/7 are persistent absentees and 2/7 have now left</p>	<p>We will continue using SMHW in 2017/18. It does not appear that lack of electronic devices is a barrier to progress for disadvantaged students</p> <p>More regular report running from SMHW would help identify those students not engaging with it so that support and challenge can be put in place before ARD1 in November 2017</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>
	<p>A5: To improve the consistency in how middle leaders monitor and evaluate the progress of disadvantaged students</p> <p>Rationale: Disadvantaged students to remain a priority</p>	<p>LM meetings for SLT/HoDs always have a focus on pupil progress and departmental DSEF documents shows greater consistency in analysis of results and lesson observations to show progress</p> <p>All teaching staff have a PM target linked to this which will be reviewed in September 2017; the mid-year review in February 2017 has supported ownership of this process</p>	<p>More CPD and refresher courses on how to track progress will help to support middle leaders in 2017/18</p> <p>For 2017/18 Heads of Year will join Heads of Department in a reformed Middle Leadership group so that pastoral and academic work is as effective and efficient as possible</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>



<p>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 (B)</p>	<p>B1: Introduction of termly Academic Review Days (ARD) to build in focused and reflective conversations for all students, with tutors</p> <p>Rationale: EEF research shows feedback makes the biggest difference to progress; importance of self-awareness for employers (2016)</p>	<p>Modelling a dialogue around learning has meant that all students have reflected on their strengths and been involved in reviewing and setting new targets so that they can share their aspirations and be directed to sources of support and challenge. From learning walks it is clear students are better able to articulate their aspirations, targets and reflect on their learning</p> <p>Feedback from staff has meant we have reviewed the guidance for tutors with more specific subject targets circulated, and for the more vulnerable students/students of concern, other staff have been involved in the meetings, sometimes with parents. This has increased communication home and led to more personalised approaches in response to need</p>	<p>This is a key part of our vision for the school community: we grow our goodly heritage in developing resilience and creativity in the face of challenges; we aim high and actively discuss and reflect on learning to build skills for the future and to be the best of ourselves</p> <p>Results and destinations data for 2017 should reflect the impact of better planning for transition/pathways so this needs to be reviewed in Autumn 2017</p> <p>Use of computer rooms and PSHE before/after ARD could be beneficial to support the storage of the targets and review electronically</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p>
	<p>B2: To acknowledge and celebrate student success more, e.g. with the introduction of Prize Giving</p> <p>Rationale: Power of praise; disadvantaged students are exposed to twice as much negative vocabulary than their peers</p>	<p>Proportionally more disadvantaged students have been awarded Star of Week for KS3 and KS4 in <i>Lady Margaret Mentions</i> for 2016/17.</p> <p>ARD has supported this, as has work around attendance in 2016/17.</p>	<p>Careful consideration of when these should be scheduled in 2017/18 and how we could use more alumnae as role models in our centenary year</p>	<p>Prizes for Prize Giving: £250</p>



<p>For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C)</p>	<p>C1: Improve attendance monitoring, actions and follow up</p> <p>Rationale: Link between attendance and progress; need for resilience; to welcome all students as part of our inclusive Anglican ethos</p>	<p>Form tutors have praised improvements in attendance on a weekly basis and form groups with the highest attendance are acknowledged in <i>Lady Margaret Mentions</i> and in assemblies. Individual attendance certificates have been awarded, and an attendance reward trip offered. Where there have been concerns about attendance, there has been a staged response</p> <p>Overall attendance is 96% for 2017/18. For FSM it is 92.7% which is below our target but above the national average for FSM cohort of 91.5%</p> <p>There is a difference between disadvantaged students and non-disadvantaged students of 2% (94.4% and 96.4%) but this difference is diminished from the 5% gap in 2015/16</p>	<p>Inclusion meetings have helped to support coordinated approach to complex/emerging cases that overlap with attendance and this will be key in 2017/18 with new Heads of Year in post</p> <p>Regularity of follow up and discussion needs to remain a priority in 2017/18 and rewards should be increased to incentivise students</p> <p>The cost of training will be more in 2017/18 in order to provide CPD for the pastoral restructure</p>	<p>Attendance Tracker and training: £600</p>
<p>Improved behaviour for learning amongst the disadvantaged student cohort (D)</p>	<p>D1: Alter how the school logs and tracks behaviour incidents</p> <p>Rationale: DfE “Supporting the Attainment of Disadvantaged Pupils” draws on NFER research which 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>	<p>The school’s behaviour tracking system was altered to enable ease of numerical data tracking for behaviour incidents and therefore the data shows higher incidences than previously</p> <p>The % of disadvantaged cohort placed into sanctions reduced in 2016/17, although we do not have completely accurate data for 2015/16</p> <p>The AtL scores of the PP cohort are in line with non-disadvantaged students in 2016/17, and where this is not the case there is action and support in place to address the lack of engagement, including looking at AP</p>	<p>There is a minority of Year 8 and Year 9 disadvantaged students flagging up as repeating behaviours so more one-to-one work with a mentor or new Head of Year should be put in place in early 2017/18 to re-engage these students</p> <p>More CPD on staff recording will need to be a feature of new staff induction and September Inset for all staff. This should include how admin support staff can pull data on behaviour so that the time frame from incident to sanction is more immediate, and thus effective</p> <p>All staff will be needed to support sanctions on a rota to model consistency and fairness. We will need to review praise in a similar vein so that all students are motivated and acknowledged</p> <p>AHT Inclusion &amp; Behaviour for Learning will review the Policy ready for Autumn 2017</p>	<p>Cost to set up a new Behaviour for Learning tracking system within SIMS: £265</p>



<p>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>E1: To follow up attendance with parents systematically to engage them in promoting educational achievement</p> <p>Rationale: DfE “Supporting the Attainment of Disadvantaged Pupils” draws on NFER research which identifies addressing and attendance as one of the seven key features in schools which are more successful in raising the attainment of disadvantaged students, and</p> <p>Research on positive effect of parental involvement from Schleicher (2014), niace, Ofsted etc.</p>	<p>Daily text alerts are sent when we have an unexplained absence and no parental request/contact in advance of absence</p> <p>Attendance data is used with students and parents so that the % attendance increases</p> <p>Form tutors praise improvements in attendance on a weekly basis and form groups with the highest attendance are acknowledged in <i>Lady Margaret Mentions</i> and in assemblies; the tutor phones home when there is a trend of 2 weeks downwards to explore wider issues and support</p> <p>Attendance and Welfare Officer regularly sends out information of unresolved N codes to tutors and home; this role works effectively with outside agencies when there are attendance concerns</p> <p>Certificates acknowledge termly/annual excellent attendance</p> <p>Letters are sent home when patterns are identified and to alert parents to trigger points; lots of parents have responded to these and the “Attendance Matters” cumulative effect of poor attendance on achievement and learning</p>	<p>For 2017/18 we need to ensure that high expectations for attendance are communicated consistently following the pastoral restructure, and that the follow up is consistent – this will involve AHT Behaviour for Learning and Inclusion as well as new Heads of Year, DHT Pupil Progress and Attendance and Welfare Officer with external agency support as appropriate</p>	<p>Cost of attendance communications home:</p> <p>this has been met by the admin budget 2016/17</p>
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<p>For the engagement of parents of disadvantaged students to increase in order for all parties to work together for the best outcomes (F)</p>	<p>F1: To ensure that communications to parents are used more effectively (e.g. Parentmail, target phone calls before Parents' evenings, ARD, information evenings KS3 assessment, SMHW and KS4 new curriculum)</p> <p>Rationale: Research on positive effect of parental involvement from Schleicher (2014), niace, Ofsted etc.</p>	<p>Although there are no records for 2015/16 there are clear indications that there has been increased parental attendance at Parents' evenings due to the fewer Progress Reviews left uncollected at all year group evenings in 2016/17 and then follow-up meetings were scheduled; parental questionnaires from parents' evenings show strong parental support</p> <p>Targeted parents have attended scheduled meetings with Pastoral leads on ARD2 and 3</p> <p>Information evenings were well-attended with positive feedback from parents</p> <p>Parents are responding to attendance and progress communication when there are concerns, and when students are praised for making improvements and achieving success</p>	<p>A priority for 2017/18 needs to be find even more effective ways to engage families in aspirations and learning earlier</p> <p>The KS3PP Coordinator will attend key welcome events and progress evenings to further support this work in a proactive, pre-emptive way</p> <p>Work may need to cross-over with other agencies in complex cases so effective communication (e.g. Inclusion meetings) will be key for this area</p>	<p>Cost of specific communications home:</p> <p>this has been met by the admin budget 2016/17</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>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 (A)</p>	<p>A6: Maintain disadvantaged student progress responsibility at DHT level</p> <p>Rationale: to ensure disadvantaged students are a priority, and that effective and robust systems are put in place to support disadvantaged students to make progress</p>	<p>The profile of disadvantaged students is greater: all staff meetings are linked back to our SDP priorities and the importance of using our resources for the students who would benefit most</p> <p>We are predicting a diminished gap between the progress of disadvantaged students and their non-disadvantaged peers in school (and against national figures). This can be analysed in September</p> <p>The positive impact on disadvantaged students of the work in KS3 has already been identified in the SiP report from Summer term 2017</p>	<p>ADHT confirmed in post February 2017 – this will continue into 2017-18 as will KS3 PP Coordinator to support medium-term planning and review informed by continuous evaluation of impact and need; we will also arrange QA through meetings with PP Link Governor</p> <p>The progress of disadvantaged students needs to be an on-going priority for all staff. The barriers remain the same, with an emerging trend on literacy and oracy</p> <p>For 2017/18 work will need to tackle: parental engagement; more detailed breakdown of spending to ensure consistent and efficient evaluation of impact (especially for PP + students); review of targeted support plans; liaison with VSH to gain some staff training and development; more opportunities for social mobility</p>	<p>Partial funding of DH (Pupil Progress) salary: £47 906</p> <p>Training: £740</p>



	<p>A7: Appoint a KS3 PP Coordinator</p> <p>Rationale: 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</p>	<p>A space to use for intervention work with disadvantaged students has been established where students will feel supported and resources to support this work: Year 8 students say "the aspiration station" is a place they feel empowered to go to for help, advice, guidance and challenge</p> <p>The tracking and monitoring of disadvantaged students has improved, and correlates teacher feedback, pupil reflection, behaviour data, progress reviews and specific support is put in place – further evidence can be seen in case studies</p> <p>The positive impact on disadvantaged students of the work in KS3 has already been identified in the SiP report from Summer term 2017</p>	<p>This will be continued into 2017/2018 - the progress of and support for disadvantaged students remains a key priority</p> <p>A more forensic log of pupil need and evaluation of impact will be a priority for 2017/18 and will need to widen to encompass wider school participation, e.g. extra-curricular activities</p>	<p>Partial funding of a KS3 PP Co-ordinator:  £22 081</p>
	<p>A8: To schedule SLT discussions with disadvantaged students so that we promote progression from Year 11 into our Sixth Form</p> <p>Rationale: To plan strategically for transition</p>	<p>The impact of this will need to be reviewed following post-16 transition in September 2017 and in conjunction with the new Director of Sixth Form</p>		<p>Partial funding of DH (Pupil Progress) salary:  £47 906</p>



	<p>A9: To prioritise appointments with disadvantaged students for IAG around pathways and careers</p> <p>Rationale: To plan strategically for transition</p>	<p>Five disadvantaged students had regular appointments from end of Year 10 and throughout Year 11 to aid transition; all of these have firm and achievable offers for post-16 courses which are in line with their aspirations and predicted achievements</p> <p>Four further disadvantaged students were given priority for one-off meetings as their progress data indicated that they required a back-up plan; all made a back-up plan</p>	<p>This should continue in 2017/18 for this transition point, and we should consider whose aspirations more formally in KS3 to build a longer pathway, engaging parents where this would be beneficial, as per research on parental engagement</p>	<p>Partial funding of independent careers advice and guidance:  7 hours</p>
	<p>A10: To offer additional tutoring and conferences to disadvantaged students not predicted as on track of achieving at least a Grade 5 in English and Maths</p> <p>Rationale: Future pathways; VSH guidance that study skills support has a positive impact on disadvantaged students' achievements</p>	<p>The impact of this can be evaluated in September 2017 and again in September 2018 for the various small group targeted provisions versus starting positions/predictions</p> <p>The replacement to RAISE 2017 should show progress towards a diminished difference on this progress measure for disadvantaged and non-disadvantaged students so that we are on track with more work at KS3 over 3-5 years to have equal achievement for all students</p>	<p>Action Tutoring evaluation shows that attendance for some Year 10 was an issue so careful consideration of the offer should be made with regard to provision in 2017/18 and the timing of it</p> <p>A fuller evaluation of the impact of PiXL on disadvantaged students needs to be completed in 2017/18 which will need to involve data on Teaching and Learning, impact of CPD, resources and student progress data</p>	<p>PiXL membership; PiXL High 5 Conferences; resources; PiXL Maths APP, English APP etc.: £12 180</p> <p>Action Tutoring: £1 500</p> <p>One-to-one/ small group Tutoring: £3 450</p> <p>Resources: £36.40 £251.78 £86.40</p>



	<p>A11: To explore alternative provision in cases where students are unlikely to be able to access the curriculum offer or who have had time out of education</p>	<p>For two long-term PA students an alternative curriculum offer was made; one successfully transitioned; one further student did transition but later in the year this placement broke down; one long-term PA reengaged in a limited amount of tuition in the home environment</p>	<p>For 2017/18 we would need to identify students who would benefit from this earlier in their school career, and involve parents sooner to manage expectations However, as attendance is now being tracked more robustly, we should avoid a situation where we have PA and disadvantaged students unable to access our curriculum</p>	<p>£5 516</p>
<p>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 (B)</p>	<p>B3: KS3 targeted trips</p> <p>Rationale: In order for students to be able to articulate their aspirations, they need to experience a wide range of opportunities; if students do not access these enrichment activities outside school/at home, then we should facilitate this</p>	<p>Disadvantaged students recognised in <i>Lady Margaret Mentions</i> and leading assemblies about the trips they have been on showing their role as ambassadors and engaged in school life</p> <p>Student voice (SiP Report) is positive and shows that disadvantaged students feel valued in being picked to attend different events and as having a role within school as we plan our wish list of 100 women to speak in our Centenary year, building our goodly heritage</p> <p>It is hard to evaluate the impact on AtL as scores in the Autumn term were over-inflated; however, there were fewer concerns about learning in the Summer term 2017 for these disadvantaged students than in previous data collections</p>	<p>The evidence from the Social Mobility Foundation states that the attainment of students at 16 is affected by out of school enrichment activities so this is something we will continue into 2017/18, and it is clearly a strategy which is engaging some of our disadvantaged students in building their own aspirations and self-esteem</p> <p>A more forensic evidence analysis system looking at pupil-by-pupil will help to build a more robust impact evaluation of the range of activities under this strategy</p>	<p>Trips: £1 490</p> <p>Resources and rewards: £198.00</p>



<p>Improved behaviour for learning amongst the disadvantaged student cohort (D)</p>	<p>D2: To provide mentoring programmes for students of most concern based on teacher feedback, behaviour data, progress reviews and other data</p> <p>Rationale: 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</p>	<p>The % of the Year 7 and Year 8 disadvantaged cohort placed into sanctions reduced 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>	<p>There is a minority of Year 8 and Year 9 disadvantaged students flagging up as repeating behaviours so more one-to-one work with a mentor or new Head of Year should be put in place in early 2017/18 to re-engage these students</p> <p>Engagement with parents earlier on behaviour and the link between school and home aspirations and expectations from 2017/18 should re-engage these students and prevent some students from becoming disengaged in their learning</p> <p>AHT Inclusion &amp; Behaviour for Learning will review the Policy ready for Autumn 2017; the whole school ethos on high expectations should support the targeted approach with individual students and exemplifies our inclusive Anglican ethos of building a goodly heritage for all</p>	<p>Partial funding of a KS3 PP Co-ordinator: £22 081</p>
<p>For all parties to work together for the best outcomes (F)</p>	<p>F2: To introduce a regular cross-professionals meeting to share causes of concern and make co-ordinated plans for our most vulnerable students</p>	<p>We have been able to allocate limited resources based on need and where this has been effective, resources have been allocated to emerging/complex cases</p> <p>For example, for one long-term PA student, parental engagement was re-established in a highly complex case, and tutoring was able to be scheduled to support future aspirations and deliver some learning in the home environment</p>	<p>These meetings should continue in 2017/18 so we can harness all aspects of student support to make informed decisions with lead professionals in each case, and share best practice/build capacity</p> <p>Safeguarding issues can 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. We should also explore become a trauma aware school and training on offer through the VSH</p>	<p>Partial funding of a KS3 PP Co-ordinator: £22 081</p>



<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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 (A)	A12: To subsidise core curricular trips	Disadvantaged students completed CA work in order to maximise their GCSE achievement Results to be reviewed in September 2017	The PP Policy 2017/18 will need to take account of the current Charging Policy and reflect the need to evidence impact on achievement through resource provision which needs to be more clearer matched to individual pupil needs and relative disadvantage	£91
	A13: To fund revision materials to support student learning at home To fund materials for use in practical subjects linked to coursework and controlled assessment	HoDs will need to evaluate the impact of this in September 2017	There needs to be greater departmental ownership of providing for and using these resources, modelling to students effective revision techniques through Quality teaching first  HoDs need to lead on further altering KS3 schemes of work and embedding changes to assessment at all levels in 2017/18	Revision resources: £901.68  Curriculum resources: £214.27  I-pads: £1 104.00
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	B4: To fund membership of the PiXL Edge programme to develop engagement in school life	Piloting with one group has meant that the key skills and attributes are talked about at ARD and through assemblies; more work will need to be done for logging and recognising the contributions of our students through using this programme	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 – this is part of the role of the new Head of Year 8  More work on how this links to skills for employment would help to support the impact of this programme during our Centenary year	£500



forms (B)				
	B5: To subsidise activities, extra-curricular programmes and school trips, especially those which equip students with skills of leadership, team work and resilience	All students were able to attend curriculum trips in KS3 and 4, and extra-curricular activities which build skills of independence and team spirit Pupil feedback was been positive, and participation in D of E has increased Disadvantaged students were able to perform in musical groups and pass examinations following subsidised lessons	Money will continue to be used for this purpose in 2017/18 in line with a revised 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.	Extra-curricular trips: £2 415.50  Duke of Edinburgh Award: £1 075.50  Music lessons: £4 252

**1. Additional detail**

A different Pastoral structure will be implemented in 2017/18 to build on the successful work with disadvantaged students during 2016/17. This will mean that our most vulnerable students will have a Head of Year to monitor their progress and coordinate support with wider agencies where appropriate, in addition to the work of the KS3 Pupil Premium Coordinator. The progress of disadvantaged students will remain a focus of the SDP in 2017/18, and more detail on next steps is outlined in the 2017-18 PP Strategy document (which will be reviewed in September 2017 and then termly).