



# Lady Margaret School

Review of expenditure				
Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £13 860
Improved behaviour for learning amongst the disadvantaged student cohort (D)	Alter how the school logs and tracks behaviour incidents 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.	The % of disadvantaged cohort placed into sanctions has reduced to in line with non-disadvantaged students in 2017/18. However, there are some repeat sanctions for a few students (both disadvantaged and non-disadvantaged – HoYSEF)  Overall the AtL scores of the PP cohort are in line with non-disadvantaged students in 2017/18. Where this is not the case HoYs have delivered and evaluated the effectiveness of their engagement programmes; e.g. in Y11 an alternative pathway was sought for one student to complete Level 2 qualifications and avoid NEET	Staff need regular refreshers for logging behaviour on the new system – build this into regular CPD or staff meetings.  In order to identify issues earlier we need to distinguish classroom behaviours and skills from outside classroom behaviours and skills – this should feed into Attitude to Learning scores for data collection in 2018-19  HoYs to continue to monitor behaviour of cohorts	£1 500 system  £250 CPD lead time  £4 600 AP Provision  HoY time
Increased level of literacy for disadvantaged students (E)	Introduction of Literacy mats in KS3, led by English (with high progress data) to build capacity in all staff as teachers of literacy; Centenary reading lists	Evidence from lesson observations and learning walks (including with PP Link Governor) show the engagement of disadvantaged students in lessons is in line with their non-disadvantaged peers; Evidence from book looks show disadvantaged students responding to literacy marking; teachers holding disadvantaged students to account for developing their literacy; Year 7 completed summer reading passports	Marking code for 2018-2019 will now reflect response to numeracy as well as literacy errors  HoYs to continue to monitor codes and engagement – new data tracking will support this in 2018-2019  Book Looks to continue to include disadvantaged students in each sample	In-house CPD to model marking and feedback best practice  £3 000 UPS Responsibility



<p>To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers (A)</p>	<p>To build cross-curricular opportunities for colleagues to see best practice in Teaching and Learning so as to build a culture of CPD at all levels.</p> <p>To refine the Assessment Policy</p> <p>To monitor use of Show My Homework</p>	<p>2017-18 CPD had a focus on group work and more targeted and follow-up questioning – evidence of impact seen through formal lesson observations and book looks as well as PM documentation and peer-observation feedback round 3;</p> <p>Evidence from book looks show disadvantaged students responding to literacy marking; teachers holding disadvantaged students to account for developing their literacy;</p> <p>% Grade4+EM, %Grade 5+EM and P8 score for disadvantaged students at LMS is well above comparative figures nationally for non-disadvantaged peers in 2018 (77% versus 71%, 65% versus 50% and 0.41 versus 0.13);</p> <p>HoYSEF reflect monitoring of HW set</p>	<p>In-school difference persists; in 2018-2019 at least one R&amp;D Group should focus on this</p> <p>In 2018-2019:</p> <ul style="list-style-type: none"> <li>• continue to monitor through DSEFs and HoYSEFs</li> <li>• continue PM target for all teaching staff</li> </ul> <p>New marking code in 2018-2019 to embed</p>	<p>£48 348 DHT £2 500 ALPS Connect interactive subscription £960 4Matrix subscription £2 199 CPD £250 Cover</p>
<p>To raise the aspirations for disadvantaged students (B)</p>	<p>Termly Academic Review Days (ARD) to build in focused and reflective conversations for all students with tutors</p>	<p>More disadvantaged students progressed into our Sixth Form on appropriate courses in September 2018 than in previous years</p> <p>ARD forms show more disadvantaged students taking opportunities for enrichment/extension activities, e.g. WE</p>	<p>For 2018-2019 look at a more detailed form which hones in on AtL and Priorities for Progress; this will provide more meaningful communication home</p>	<p>Pastoral staffing budget</p>
<p>For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C &amp; F)</p>	<p>To fund the attendance tracker and follow up on lesson monitor swiftly</p>	<p>Met: % attendance for disadvantaged students increases to at least in line with national expectation (95%) – 95.8% in 2017-2018</p>	<p>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</p>	<p>£800 SoL Attendance Tracker &amp; training</p>



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost £85 401.14</b>
<p>To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers (A)</p> <p>To raise the aspirations for disadvantaged students (B)</p> <p>For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C &amp; F)</p> <p>Improved behaviour for learning amongst the disadvantaged student cohort (D)</p> <p>Increased level of literacy for disadvantaged students (E)</p> <p>For the engagement of parents of disadvantaged students to improve in frequency in order to work with us more effectively (G)</p>	<p>To continue 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 utilise school spaces for a range of 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>To introduce a proforma for parents to apply for funds to support provision</p> <p>To subsidise curriculum trips and enrichment opportunities</p>	<p>This role encompasses all of areas identified in the OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'.</p> <p>The tracking and monitoring of Pupil Premium students has improved, with clear communication between this role and HoY7, 8 and 9.</p> <p>Trips run in 2017-18 encouraged leadership, organisation and independence whilst supporting curriculum and promoting aspiration</p> <p>Progression Conference at Kingston University and in school workshop. (Entire Year 9 PP Cohort)</p> <p>Harry Potter Exhibition at The British Library (Entire Year 8/9 PP Cohort)</p> <p>Imperial College Women in Science Day (Entire Year 9 PP Cohort)</p> <p>Wonderlab at The Science Museum</p> <p>Disadvantaged students who had previously not experienced the cultural/academic/social capital of living in a capital city have now done so</p> <p>Mentoring has helped disadvantaged students to develop self-confidence, self-esteem and the ability to set goals for themselves – barriers identified from our data</p> <p>Termly monitoring and liaison with Link Governor for PP. Reporting in to Curriculum Committee.</p>	<p>Students say that “the aspiration station” is a place they feel empowered to go to for help, advice, guidance and challenge This will be continued into 2018/2019 to reflect that progress of disadvantaged students remains a key priority at LMS. Students indicated that it was very helpful to have a nominated adult in school with whom they had a positive, trusting relationship.</p> <p>Staff proforma for funds and evaluation of funds is being used; embed this practice 2018-2019</p> <p>Trip feedback from students has been positive; many stated that they had not experienced anything like these provisions before. Students were enthusiastic about how the organisations or others like them may play a part in their futures. Attendees also showed an improvement in classroom behaviour.</p> <p>Liaise with Director of Music to ensure Peripatetic teachers invoice for FSM and PP students termly and in advance for 2018-2019 onwards</p>	<p>£27.79 Praise postcards</p> <p>£33.17 student support during mock exams</p> <p>£48 348 DHT</p> <p>£22 800 KS3 PP</p> <p>£645.18 Study Resources</p> <p>£134.93 staff requests for funds to support curriculum activities &amp; revision</p> <p>£325 PiXL</p> <p>Strive for 5 Maths conference</p> <p>£2 266 Music tuition</p> <p>£3 250 Cover</p> <p>£4 125 Action Tutoring</p>



<p>To raise the aspirations for disadvantaged students (B) For the attendance of disadvantaged students to meet national expectations (C &amp; F) Improved behaviour for learning amongst the disadvantaged student cohort (D) Increased literacy for disadvantaged students (E)</p>	<p>Membership of WE Club</p>	<p>WE Club has been well attended by both Pupil Premium and non-Pupil Premium students.</p> <p>In the feedback forms all students reported:</p> <ul style="list-style-type: none"> <li>• Improved confidence.</li> <li>• Broadened understanding of world issues.</li> <li>• A greater sense of belonging within the community.</li> </ul> <p>Data showed an improvement in attendance for PP students at risk of poor attendance and school refusal.</p>	<p>The WE organisation will come to a year assembly to promote membership to WE Club. Our PP cohort will then stay for a workshop with the speaker to launch the club.</p> <p>PP students will be offered the leadership roles within the club</p> <p>Students will be rewarded for their hard work in the community with a trip to the WE Day concert at Wembley Stadium.</p>	<p>£22 800 KS3 PP £1 120 staffing for Saturday/cover for WE Day/Walk for Water £26.07 refreshments for WE Trips</p>
<p>For the engagement of parents of disadvantaged students to improve in frequency in order to work with us more effectively (G)</p>	<p>Bridging the Gap (Funpact)</p>	<p>Bridging the Gap was valuable for the 10 families that attended, however only 4 of the 10 families were in receipt of PP.</p> <p>The main barrier to this intervention was attendance. Many parents stated they would like to attend but due to work and caring for younger children were unable to do so.</p>	<p>We are unable to run this provision in the day-time due to staffing, rooming and taking students out of curriculum time.</p> <p>In 2018-2019 an RDGroup should research if there are other programmes we could run or run something differently</p>	<p>£1 200 plus £200 refreshments; £540 rooming; £360 staffing Total: £2 300</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>
<p>To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers (A) To raise the aspirations of disadvantaged students (B)</p>	<p>All staff have a PM target on the progress of disadvantaged students</p>	<p>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)</p>	<p>LMS can run our own Goodly Herit-EDGE programme for 2018-2019</p>	<p>£3 300 PiXL £100 PiXL Edge</p>



To raise the aspirations of disadvantaged students (B)	To subsidise activities and school trips, especially those which equip students with skills of leadership, team work and resilience	Clear policy; teachers made aware they need to request subsidy agreement before offer  Parents completing hardship form available on the website	Build into Trip agreement in principle forms for 2018-2019 onwards; Staff to ensure cover is costed into trip requests and trips go through SLT LM for approval and to prevent disadvantaged students offered conflicting opportunities for enrichment	£605 DofE £850 Activities Week £168.35 Netball tour
For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C) (F)	To ensure HoYs follow-up with form tutors on the use of the Attendance Diamond; display attendance statistics on the Progress Reviews	Whole school attendance has improved to 96.5%; 70 students have 100% attendance for 2017-2018	Align Attendance with Behaviour for LM 2018-19 so that HoYs have more regular meetings to escalate concerns and change individual approaches	£800 SoL £43 348 DHT £1 000 A&PSO
Improved behaviour for learning amongst the disadvantaged student cohort (D)	To part fund new behaviour logging system and training on SIMS	Staff lead and promote consistent use of the system	Staff need regular refreshers for logging behaviour on the new system – build this into regular CPD or staff meetings. HoYs to continue to monitor behaviour of cohorts	£1 750 & Pastoral staffing
Increased level of literacy for disadvantaged students (E)	To use apps on the I-pads with targeted Year 7s to increase literacy levels	Targeted students attended and brought a range of peers; Numeracy identified as a growing area of concern for Year 7 disadvantaged students so Maths app introduce; national competition in May 2018; Art competition on David Hockney designs led to production of 3 new praise postcards – shared with FGB July 2018	More focus on numeracy for 2018-19; Encourage oracy as well as literacy through whole-school initiatives (e.g. Jack Petchey Speak Out) and targeted initiatives in 2018-19 because lower levels of literacy and oracy are preventing some disadvantaged students from making progress	Used free apps and those accessed via membership of WE Club £8.30 Prizes for Maths app
Improved engagement with parents of disadvantaged students (G)	Provide admin support to HoYs to increase speed and capacity within the pastoral team & ensure all agencies collaborate	Parental questionnaires show more parents attending parents' evenings in Years 7-11 Use of parental hardship form for a range of specialist provision	Align Attendance with Behaviour for LM 2018-19 so that HoYs have more regular meetings to escalate concerns and change individual approaches Some parents of disadvantaged students still not engaged in parents' evenings	Covered by Admin staffing budget

#### Additional detail

The progress of disadvantaged students will remain a focus of the LMS SDP, DDP and PM of each teacher in 2018/19.  
More detail on next steps is outlined in the 2018-19 PP Strategy document.