



# 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	August 2018
Total number of pupils	736	Number of pupils eligible for PP	114	Date for next internal review of this strategy	N/A

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%	71%
% achieving 5 in EM (2016-17 only)	57%	49%
% achieving expected progress in English / Maths (2015-16 only)	66.67% / 53.33%	75.8% / 73.4%
Progress 8 score average 2017	0.06	0.11
Attainment 8 score average 2017	53.01	49.51

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
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
<b>External barriers</b>	
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
<b>A.</b>	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% &amp; 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 &amp; celebration, building our “goodly heritage”</p>
<b>B.</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>
<b>C.</b> <b>F.</b>	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>
<b>D.</b>	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>
<b>E.</b>	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>
<b>G.</b>	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>



**5. Planned expenditure**

**Academic year**                      **2017/2018**

**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 implementation?
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.	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. With our new structure Heads of Year and PP Co-ordinator can run reports and have incidents display on their SIMS Home page – this could be included for HoDs.	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 MLT meetings to feed into school development and remit of new HoY	AAHT BfL & Inclusion	June 2018 and feed recommendations into pastoral line management 2018/2019  Review: Aim to reduce % NEET
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 book looks of disadvantaged students in responses to marking and length of engagement with feedback, more limited vocabulary in written pieces; evidence from lesson observations and learning walks  Continued from last year- to increase the literacy levels of students and to foster a love of reading amongst them	Through PM and the Teaching, learning and assessment cycle. Using CPD planning meetings as a way to monitor this across curriculum areas  Lead in English department to co-ordinate. Students issued with reading passports with designated reading lesson over the fortnight. Quiz information shared with the teaching member of staff for monitoring/ action purposes	HoD & 2 i/c English; DHT Curriculum; HoDs	June 2018 and feed into SDP for 2018/2019



<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 so it is supporting students to take responsibility in making improvements, responding to feedback and progressing in their learning.</p> <p>To monitor use of 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>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, book looks, CPD planning meetings, feedback from learning walks and pupil voice.</p> <p>The focus on reflective practitioners and sharing good practice will support all staff to develop and take greater ownership of their practice.</p> <p>2017-18 CPD on group work and more work on targeted and follow-up questioning. Literacy marking code and follow-up through book looks.</p>	<p>SLT, a particular focus of the work led by DHT Curriculum and AAHT Teaching &amp; Learning 2017/18</p>	<p>Termly through HoY reports on progress towards targets and from SLT to Curriculum Committee/FGB</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>Disadvantaged students are less likely to have parental discussions about options and future pathways. This ensures our most vulnerable students have these discussions. 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. In our centenary year, students can become more involved in building their legacy.</p>	<p>Attitude to Learning ladder. Input from this at MLT. Greater sharing of this data with parents on Progress Reviews.</p>	<p>SLT, HoY, Tutors, KS3 PP Coordinator</p>	<p>HoY Review on use of ARD July 2018</p>



For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C & F)	To fund the attendance tracker and follow up on lesson monitor when students have erratic attendance recorded within a day or over-time	Disadvantaged students have lower attendance than their non-disadvantaged peers; lower progress is directly related to lower levels of attendance; earlier conversations are likely to identify issues before they become barriers to learning	Lesson monitor by lesson/daily; attendance tracker weekly; % attendance shared in progress reviews; discussions with tutor at ARD; teaching staff able to run report of attendance for their class	Attendance officer; HoY	July 2018 Attendance figures versus non-disadvantaged peers, including fewer N codes
<b>Total budgeted cost</b>					£12 100
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise the aspirations for disadvantaged students (B) For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C & F) Improved behaviour for learning amongst the disadvantaged student cohort (D) Increased level of literacy for disadvantaged students (E)	Membership of WE Club	WE Schools is an active citizenship programme that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools they need to take action.  This program is run as an after school provision targeted at-but not exclusively for PP students. We aim for members to feel a sense of belonging to a team with a shared goal of promoting greater good and therefore; supporting our school motto 'I have a goodly heritage'. In addition to this, membership of WE Club promotes a range of learning opportunities whilst gaining important life skills such as leadership, critical thinking and action planning.	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.  PP students will be offered the leadership roles within the club  Students will be rewarded for their hard work in the community with a trip to the WE Day concert at Wembley Stadium.	KS3PP Coordinator	Review March 2018



<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>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 tracking and monitoring of Pupil Premium students has improved.</p> <p>The progress gap was reduced by still significant in terms of in-school variation in August 2017.</p> <p>Trips will be designed to encourage leadership, organisation and independence whilst supporting curriculum and promoting aspiration.</p> <p>Mentoring is to help develop self-confidence, self-esteem and the ability to set goals for themselves – barriers identified for our data</p>	<p>Regular meetings of KS3 PP Coordinator and DHT Pupil Progress. Communication with HoDs and HoYs about the role and initiatives.</p> <p>Staff proforma for funds and evaluation of funds introduced and discussed at line management meetings</p>	<p>DH (Pupil Progress) and KS3PP Coordinator; PP Link Governor</p>	<p>Ongoing reviews</p> <p>Termly monitoring and liaison with Link Governor for PP. Reporting in to Curriculum Committee.</p> <p>July 2018</p>
---	---	---	---	--	---



For the engagement of parents of disadvantaged students to improve in frequency in order to work with us more effectively (G)	Bridging the Gap	<p>The Bridging The Gap course is a 6 session early evening intervention for both year 7/8 pupils and their parents/carers to attend. Focusing of the some of the fundamental aspects of growing up and becoming independent.</p> <p>Bridging the Gap came highly recommended to us by other schools in the borough that had been successful using it to create strong links with parents of PP students.</p>	<p>PP coordinator to send out invitations to year 7 and 8 students in receipt of Pupil Premium and their families. Families will receive follow up phone call to discuss opportunity further.</p> <p>PP coordinator to build strong relationships with families in sessions to encourage future attendance.</p>	KS3PP Coordinator	Review January 2018
<b>Total budgeted cost</b>					£82 000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers (A)	<p>All staff have a PM target on the progress of disadvantaged students</p> <p>To subsidise core curriculum trips</p>	<p>Analysis of progress of disadvantaged students against non-disadvantaged students nationally and non-disadvantaged peers in-school</p> <p>Enable students to feel part of the school community regardless of their background and broaden their experience</p>	<p>PM Target-setting and review training for LM;</p> <p>CPD in-school;</p> <p>Focus on assessment, feedback and marking of disadvantaged student work, and the moderation of this;</p> <p>HoY focus on disadvantaged student progress</p> <p>Clear policy; teachers made aware they need to request subsidy agreement before offer</p>	<p>SLT</p> <p>DHT Pupil Progress and HoDs;</p> <p>Finance Manager</p>	<p>August 2018</p> <p>July 2018</p>
Increased level of literacy for disadvantaged students (E)	To use apps on the I-pads with targeted Year 7s to increase literacy levels	To increase the literacy levels of students and to foster a love of reading amongst them	Targeted invites with peer support to play literacy games and enter competitions; AM registration and option in after-school HW club	KS3 PP Coordinator	Termly. Overall review July 18



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	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 2018
For the attendance of disadvantaged students to meet national expectations, particularly the FSM cohort (C) (F)	To ensure Heads of Year follow-up with form tutors on the use of the Attendance Diamond and pass on concerns to DHT and Attendance and Pastoral Support Officer  Display attendance statistics on the Progress Reviews	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. To involve parents more in the discussions around the barrier of attendance.	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. Make this a feature of ARD discussions so students are aware of the impact	DHT Pupil Progress and Attendance & Pastoral Support Officer	July 2018
Improved behaviour for learning amongst the disadvantaged student cohort (D)	To part fund new behaviour logging system and training on SIMS	To reinforce of good behaviour in lessons. The Education Leadership 'Seven Strategies for Building Positive classrooms' suggests reinforcing positive behaviour as an effective strategy.	Staff to lead and promote consistent use of the system	AHT (BfL & Inclusion) and Heads of Year	July 2018
Improved frequency in engagement of parents of disadvantaged students (G)	Provide HoYs with admin support to increase the speed and capacity within the pastoral team to ensure all agencies are working effectively	Some parents of disadvantaged students still not engaged in parents' evenings	Review roles and responsibilities within admin to ensure most effective communication	SLT; HoYs to review	August 2018 alongside LM structure
<b>Total budgeted cost</b>					<b>£26 000</b>