



# Lady Margaret School

1. Summary information					
School	Lady Margaret School				
Academic Year	18/19	Total PP budget	141 165*	Date of most recent PP Review	July 2019
Total number of pupils	740	Number of pupils eligible for PP	c.95	Date for next internal review of this strategy	Sept 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 some 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%				
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
<b>A.</b>	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>B.</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
<b>C.</b> <b>F.</b>	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
<b>D.</b>	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
<b>E.</b>	To increase the level of literacy/oracy and numeracy 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/numeracy More disadvantaged students are taking a role in whole school performance activities, e.g. leading assemblies, membership of School Council, Drama/Music Showcase etc.
<b>G.</b>	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 Communication/advice around key transition points and sources of support, e.g. mental health and well-being; stress & examinations; learning outside lessons; developing independence



5. Planned expenditure					
Academic year		2018/2019			
i. Quality 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?
To diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school (A)	<p>PM target around diminishing the difference for all teaching staff</p> <p>Use of ALPS Connect interactive to analyse this at KS4</p> <p>QA of AtL scores by HoDs and HoYs on DSEF and HoYSEF documents</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 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>CPD on data software available; Focus of staff, MLT, Department and LM meetings alongside PM meetings</p> <p>Lesson observations and book looks to comment on progress of disadvantaged students</p> <p>Remain a focus for the Governors’ Curriculum Committee</p>	All staff SLT HoDs	August 2019
To raise the aspirations of disadvantaged students (B)	<p>Seek free opportunities to invite in speakers about a more diverse range of careers or experiences to build into PSHE or collapsed day opportunities</p>	<p>Student aspirations do not always take them outside of our immediate area of London</p>	<p>SDP focus on building a goodly heritage</p> <p>Celebrate opportunities</p> <p>Appoint AKS3 PP coordinator</p> <p>HoYs to act on student voice about opportunities</p>	SLT HoYs	July 2019



<p>To diminish the difference in attendance of disadvantaged students &amp; their non-disadvantaged peers (C/F)</p>	<p>Monitor attendance changes weekly, with escalation ladder</p>	<p>DfE “Supporting the Attainment of Disadvantaged Pupils” draws on research produced by NFER identifies addressing attendance as one of the seven key features in schools which are more successful in raising the attainment of disadvantaged students. 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%</p>	<p>Maintain Attendance tracker and streamline it to account for student roll changes in a more efficient manner Align attendance with Behaviour under AHT LM of HoYs7-11</p>	<p>A&amp;WO HoYs AHT</p>	<p>July 2019</p>
<p>To reduce the number of disadvantaged students who are sanctioned for repeating the same behaviour for learning with no improvement in progress (D) To engage parents/carers of disadvantaged students better in order to work with us more effectively (G)</p>	<p>Refine student data tracking in 2018-19 in order to identify issues earlier – separate AtL in lessons from outside lessons and introduce a &lt;1 category to ensure clarity around serious concern versus below LMS expectations  New ARD proforma to encourage student reflection on progress and concerns</p>	<p>To reinforce of good behaviour in lessons. The Education Leadership ‘Seven Strategies for Building Positive classrooms’ suggests reinforcing positive behaviour as an effective strategy.  2017-18 Review identifies the need to distinguish between behaviours/habits/skills within versus outside lessons  This should also lead to clearer discussion around priorities for progress and independent learning skills within departments, year groups and at Parents’ evenings  The EEF Toolkit identifies feedback as making the most difference to student progress</p>	<p>CPD Day September; refined guidance in Staff Handbook; revisit consistency through DSEF documents and at MLT meetings;  HoYs to publicise AtL ladders after collection and reward progress, improvement and student growth mindset</p>	<p>DHT HoDs and HoYs to monitor</p>	<p>July 2019</p>



To increase the level of literacy/oracy and numeracy for disadvantaged students (E)	Introduce new marking code; Specialist staff to teach Y10 CS; use of LSAs in core when possible; Ensure whole school oracy opportunities	Lower levels of literacy/ oracy and numeracy are preventing some students from making progress	CPD session; student voice/ teacher voice to review  Monitor use through book looks  HoYs to monitor extra-curricular involvement of cohort & take student voice on ARD	DHT	July 2019
<b>Total budgeted cost</b>					£10 000
<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 diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school (A)	Continue staff application for funding student specialist provision; Subsidise core curricular enrichment opportunities	Coordinating support based on needs identified from data and staff feedback; 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.	Forms submitted to KS3 PP Coordinator and DHT for approval	DHT	July 2019
To raise the aspirations of disadvantaged students (B)	Alter Trip agreement in principle form to ensure PP provisions/needs are reflected – and prioritise activities which meet needs  To subsidise specialist provision through parental hardship applications	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.  Encourage staff and parents to consider aspirations in the broadest sense	Forms discussed at LM before submission to HT	Office Manager Director of Music KS3 PP DHT	July 2019



To reduce the number of disadvantaged students who are sanctioned for repeating the same behaviour for learning with no improvement in progress (D)	Mentoring sessions offered to build resilience and friendships	To reinforce good behaviour in lessons. The Education Leadership 'Seven Strategies for Building Positive classrooms' suggests reinforcing positive behaviour as an effective strategy.	Use of AtL ladder; praise noted on ARDs and on the Progress Reviews	HoYs	July 2019
To increase the level of literacy/oracy and numeracy for disadvantaged students (E)	Staff to nominate disadvantaged students as leaders in aspects of school life  Targeted book club: The Burning by Laura Bates	Lower levels of literacy/oracy and numeracy are preventing some students from making progress	Marking code to be stuck into all exercise books; student voice  PM Target; display	All staff KS3 PP	July 2019
To engage parents/carers of disadvantaged students better in order to work with us more effectively (G)	Focused work of an R&D Group – launch of Curiosity Club	Parental engagement remains a barrier (from 2017-2018 Review)	RDG presentation; students to lead a whole school assembly	RDG DHT	July 2019
<b>Total budgeted cost</b>					£95 000

### iii. Other approaches

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 diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school (A)	HoY11&Y10 to run a study room in the lead up to mock exams/ public exams	Not all disadvantaged students can access study spaces outside of the school day	PM Target	HoYs10&11	August 2019
To raise the aspirations of	Launch legacy	Student aspirations do not always take them outside of the immediate area of London.	Focus for LM KS3 PP Coordinator;	SLT	July 2019



disadvantaged students (B)	trips/trips with volunteering aspect; showcase Gap Year opportunities		reports to Curriculum Committee/FGB		
To diminish the difference in attendance of disadvantaged students & their non-disadvantaged peers (C/F)	Align behaviour and attendance	Improved attendance figures in 2017; focus now on closing the gap to be consistent across year groups	HoY SLT LM Agenda and HoYSEF	HoYs AHT	July 2019
To reduce the number of disadvantaged students who are sanctioned for repeating the same behaviour for learning with no improvement in progress (D)	Continue mentoring programme	Successful impact in 2017-2018	Tie in themes with school calendar; use data collections to identify target students and run a half-termly programme to increase coverage	KS3 PP	July 2019
To increase the level of literacy/oracy and numeracy for disadvantaged students (E)	Launch our own LMS Building a Goodly Herit-EDGE programme with Y8	Review of provision 2017-2018 – we have the capacity	Trial in year 2018-2019 then review	HoY8 & AHT	July 2019
To engage parents/carers of disadvantaged students better in order to work with us more effectively (G)	To raise the profile of well-being	Increase in anxiety and students suffering from poor mental health	SDP Priority	SLT	July 2019
<b>Total budgeted cost</b>					<b>£36 500</b>