



# Lady Margaret School

1. Summary information					
School	Lady Margaret School				
Academic Year	19/20	Total PP budget	132 825*	Date of most recent PP Review	July 2019
Total number of pupils	c.750	Number of pupils eligible for PP	c. 95	Date for next internal review of this strategy	Sept 2019
2. Current attainment and achievement (Results August 2019)					
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 and achievement (for disadvantaged students at LMS)					
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.				
B.	Student aspirations do not always take them outside of the immediate area of London/life experience				
C.	Attendance figures for disadvantaged students are below those of non-disadvantaged students for 2018-2019 (94.96% against 95.95%, with FSM of 94.2%). This shows an decline from 2017-2018 (95.6% against 96.6%, with FSM of 94.7%) so this needs to be remain an area of focus for 2019-2020				
D.	Greater demands in the curriculum: long-term memory; use of vocabulary				
External barriers					
E.	Disadvantaged student attendance for 2018/19 has declined to below the national expectation of 95%. It is also 1% below their non-disadvantaged peers, with FSM at 94.2%				
F.	Overall engagement with families of disadvantaged students is less than with those of non-disadvantaged students				
G.	Rise in the prevalence of poor mental health and challenges around access to sources of support for disadvantaged students				



4. Desired outcomes		Success criteria
A.	To diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school	<p>Diminished difference in progress of disadvantaged students and their non-disadvantaged peers in school (P8 is above non-disadvantaged national figures) (ASP 2019)</p> <p>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</p> <p>HoDs and HoYs act swiftly and effectively when differences in progress are identified between disadvantaged students and their non-disadvantaged peers / individual disadvantaged student progress is a concern – HoD/HoY evaluation</p> <p>Greater variety of applications for funds to support provision</p>
B.	To raise the aspirations of disadvantaged students	<p>High participation and engagement in extra-curricular activities/programmes logged by HoYs</p> <p>More disadvantaged students nominated for enrichment/extension opportunities</p> <p>Disadvantaged students represented in student leadership roles</p> <p>Positive student voice on engagement programmes</p> <p>Parity in the achievement points of the disadvantaged and non-disadvantaged student cohorts</p> <p>Outcomes support access to a wide range of pathways which are appropriate for each student</p> <p>% NEET</p>
C. E	To improve the attendance of disadvantaged students	<p>% attendance improves to at least in line with national expectation in 2019/20 (95%)</p> <p>% attendance shows a diminishing difference in-school between disadvantaged students &amp; their non-disadvantaged peers</p>
D.	To equip disadvantaged students with the knowledge and skills to succeed in education	<p>Disadvantaged students using techniques to enhance long-term memory</p> <p>Parity in the AtL scores of the disadvantaged and non-disadvantaged cohorts</p> <p>More disadvantaged students reading/engaged in school activities which feature literacy/ oracy/ vocabulary</p> <p>Disadvantaged students accessing support outside of lessons/the school day</p> <p>Greater variety of applications for funds to support provision</p>
F	To engage parents/carers of disadvantaged students better in order to work with us more effectively	<p>Disadvantaged families attend HoY Welcome evenings</p> <p>Greater response to HoY communications around progress and engagement</p> <p>Increased take up of offer of meetings/guidance/support and parental applications for hardship funding to support progress/engagement</p>
G	To promote positive mental health and signpost students and parents/carers to sources of support	<p>Well-being space utilised by disadvantaged students</p> <p>Effective communication/advice around key transition points and sources of support, e.g. mental health and well-being; stress &amp; examinations</p> <p>Disadvantaged students trained and acting as Mental Health first aiders</p>



5. Planned expenditure					
Academic year		2019/2020			
Desired outcome	Chosen actions /approaches	Specific examples of provision (identify whole school/targeted)	Impact & next steps - termly	Staff	Costs
<p><i>To diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school (A)</i></p>	<p>Evaluate work with target students: MLT CPD on DSEF quality of evaluation; Introduction of a TSEF on individual progress data, areas of strength and development to inform PM discussions and targets for 2019-2020; Run refresher sessions on using ALPS Connect Interactive to support evaluation.</p> <p>HoY target students need to be shared more regularly with teaching staff in 2019-20 so that strategies to support progress and engagement have a unified approach; create HoY marksheet with SEND and KS3 PP Access to support this work</p>	<p>Whole school: targeted CPD to ensure quality teaching first; MLT CPD programme to support development of curriculum intent, implementation and impact; use of LM discussions to triangulate lesson observations and book looks with internal progress data (esp. deciles/predictions and AtL)</p> <p>Targeted: additional filtering and access to internal progress data for KS3 PP Coordinator and SENDCo; run provisions to meet these needs, e.g. KS4/Year 11 Study Club Mondays 3:40-5:30pm in B11; e.g. Cook Book for healthy eating during exams shared with all cohorts on a weekly basis</p>	<p>HoYs to share target students at MLT meetings</p> <p>Circulate a list of provisions to staff in order to encourage a wider range of staff to apply</p>	<p>HoYs DHT AHT</p> <p>SLT LMs</p> <p>SIMS Admin</p> <p>KS3 PP Coord SENDCo</p>	<p><b>Whole school</b> Internal CPD ALPS Connect Interactive c.</p> <p><b>Targeted</b> Study room resources £</p> <p>Time for marksheet creation and maintenance:</p>



<p>To raise the aspirations of disadvantaged students (B)</p>	<p>Enrichment week is scheduled for November; work around aspirations will be reflected in the programme for each year group</p>	<p>Whole school: PSHE sessions in enrichment week</p> <p>Targeted: WE Club; Subsidy for Music lessons and music exams; Kingston University workshop with Year 8 re careers and courses; Mentoring with volunteers from the Prince's Trust; 40 Y8/9 students to enter a national Enterprise competition in January 2020, coordinated by the Prince's Trust; BBC Schools report for HA?</p>	<p>Ask Director of Music for a list of students likely to enter music examinations and whether accompaniment might be required</p>		<p>Whole school</p> <p>Targeted</p> <p>KS3 PP £25 650.60 0.5 DHT: £50 182.44</p>
<p>To improve the attendance of disadvantaged students (C/E)</p>	<p>Additional time allocated by the A&amp;WPSO to monitor attendance more closely</p> <p>2018-2019 Recommendation: separate behaviour and attendance because positive rewards and communication about excellent or improved attendance were not as regular as sanctions</p>	<p>Whole school: HoY8 to deliver CPD on best use of the Attendance diamond</p> <p>Targeted: A&amp;WPSO Time on PP follow-up</p>			<p>Whole school</p> <p>Attendance diamond £800</p> <p>Targeted</p> <p>0.5 A&amp;WPSO £13 424.59</p>



<p>To equip disadvantaged students with the knowledge and skills to succeed in education (D)</p>	<p>Promoting a love of reading needs to have a clearer focus</p> <p>Metacognition is an area in which more work could be done to support progress</p>	<p>Whole school: RDG on metacognition</p> <p>Targeted: Poetry Together with a focus on learning poetry in advance of meeting older local people suffering from Dementia for a cup of tea, performance and chat in the fortnight following National Poetry Day 3 October 2019; Launch a design your own bookmark based on a book you have read competition;</p>		<p>Literacy coord</p>	<p>Whole school</p> <p>Targeted</p>
<p>To engage parents/carers of disadvantaged students better in order to work with us more effectively (F)</p>	<p>With some parents buy-in remains a challenge so looking at creating opportunities within the day for intervention might be worth exploring</p>	<p>Whole school: HoY Welcome evenings</p> <p>Targeted: Look into on-site holiday provision for sports through Step it up and target phone calls to families who would benefit</p>			<p>Whole school</p> <p>Targeted</p>



To promote positive mental health and signpost students and parents/carers to sources of support (G)	Utilising the library well-being space and investing resources there in order to support the progress of disadvantaged students outside of lessons  Revisit communication around exams and anxiety	Whole school: Application to become a MIND Trailblazer school in 2019-2020 Rebrand PSHE as KS3 and KS4 wellbeing  Targeted: Poetry Together – Tea and Poetry with local older people who may be suffering with dementia; MIND First Aider training for 20 Y10/11 students who attended the workshop session to raise awareness of the language and stigma around mental health in Summer 2019; Craft Club to design and make prizes for own in-school competitions and Praise boards			Whole school  Targeted
<b>Total budgeted cost</b>					£132 825