



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	Sept 2019
Total number of pupils	757	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Dec 2019
2. Current attainment and achievement					
Headline measures	Pupils eligible for PP (2019 our school)		Pupils not eligible for PP (2018 national average)		
% achieving 4 in EM	83%		71%		
% achieving 5 in EM	50%		50%		
Progress 8 score average	0.2		0.13		
Attainment 8 score average	56		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 a 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; mathematical content in sciences				
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	Diminished difference in progress of disadvantaged students and their non-disadvantaged peers in school (P8 was above non-disadvantaged national figures in 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 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 Greater variety of applications for funds to support provision
B.	To raise the aspirations of disadvantaged students	High participation and engagement in extra-curricular activities/programmes logged by HoYs More disadvantaged students nominated for enrichment/extension opportunities Disadvantaged students represented in student leadership roles Positive student voice on engagement programmes Parity in the achievement points of the disadvantaged and non-disadvantaged student cohorts Outcomes support access to a wide range of pathways which are appropriate for each student % NEET
C. E	To improve the attendance of disadvantaged students	% attendance improves to at least in line with national expectation in 2019/20 (95%) % attendance shows a diminishing difference in-school between disadvantaged students & their non-disadvantaged peers
D.	To equip disadvantaged students with the knowledge and skills to succeed in education	Disadvantaged students using techniques to enhance long-term memory Parity in the AtL scores of the disadvantaged and non-disadvantaged cohorts More disadvantaged students reading/engaged in school activities which feature literacy/ oracy/ vocabulary Disadvantaged students accessing support outside of lessons/the school day Greater variety of applications for funds to support provision
F	To engage parents/carers of disadvantaged students better in order to work with us more effectively	Disadvantaged families attend HoY Welcome evenings Greater response to HoY communications around progress and engagement Increased take up of offer of meetings/guidance/support and parental applications for hardship funding to support progress/engagement
G	To promote positive mental health and signpost students and parents/carers to sources of support	Well-being space utilised by disadvantaged students Effective communication/advice around key transition points and sources of support, e.g. mental health and well-being; stress & examinations Disadvantaged students trained and acting as Mental Health first aiders



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/Well-being space/study benches; 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>PP Coordinator to share target students with staff and build a list of strategies to share with staff</p> <p>DHT Analysis of CATS data for Y10 (cp. Y7)</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>Whole school Internal CPD ALPS Connect Interactive c. £3 000</p> <p>Targeted Study room resources £500</p> <p>Time for marksheet creation and maintenance: £600</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: Do Good-Feel Good 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; PP-led Assembly November 2019 40 Y8/9 students to enter a national Enterprise competition in January 2020, coordinated by the Prince's Trust; Couch to 5K Club on Tuesdays; Theatre reward trip BBC Schools report</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 Trip: £15 x 20</p>
<p>To improve the attendance of disadvantaged students (C/E)</p>	<p>Additional time allocated by the A&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&WPSO Time on PP follow-up</p>			<p>Whole school</p> <p>Attendance diamond £800</p> <p>Targeted</p> <p>0.5 A&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 either in the fortnight following National Poetry Day 3 October 2019 or to fit with LMS; Launch a design your own bookmark based on a book you have read competition; Numeracy and Games club to boost numeracy weakness for key KS3 PP students</p>		<p>Literacy coord</p>	<p>Whole school</p> <p>Targeted</p> <p>Numeracy resources for I-pads and sessions: £300</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>



<p>To promote positive mental health and signpost students and parents/carers to sources of support (G)</p>	<p>Utilising the library well-being space and investing resources there in order to support the progress of disadvantaged students outside of lessons</p> <p>Revisit communication around exams and anxiety</p>	<p>Whole school: Application to become a MIND Trailblazer school in 2019-2020 Rebrand PSHE as KS3 and KS4 wellbeing</p> <p>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</p>	<p>KS3 PP Coordinator to complete two-day Mental Health First Aider CPD</p>		<p>Whole school</p> <p>Targeted</p>
Total budgeted cost					£132 825



6. Review of expenditure				
Academic Year		2018-2019		
Desired outcome	Chosen action / approach	Estimated impact	Next steps	
A: To diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school	<p>Quality teaching first: 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>Targeted: HoY11&Y10 to run a study room in the lead up to mock exams/ public exams</p> <p>Continue staff application for funding student specialist provision</p> <p>Subsidise core curricular enrichment opportunities</p>	<p>Final predictions in May 2019 showed the persistence of a difference in progress of disadvantaged students and their non-disadvantaged peers in school. Predictions of 4+EM and 5+EM are above target. ALPS overall is predicted as a Grade 3 (top 25% schools nationally) but for disadvantaged students it is a 4 whereas non-disadvantaged peers are graded at 3 for value-added. The difference in predicted progress is most notable in Spanish, Combined Science and Geography. The predicted gap has narrowed in Art and History over the course of this academic year.</p> <p>Disadvantaged students are accessing support and HoYs have logged attendance and offered incentives for regular attendees.</p> <p>Drop in exam help took place for KS3 disadvantaged students prior to exams in order to support developing good study habits. Students were assisted with time study timetables and revision techniques.</p> <p>Staff are applying for funds</p> <p>Disadvantaged students have access to a broad and balanced curriculum</p>	<p>MLT CPD on DSEF was useful in supporting the quality of evaluation – this should run again in 2019-2020.</p> <p>Introduction of a TSEF on results would be useful in honing in on individual progress data, areas of strength and development. This will inform PM discussions and targets for 2019-2020.</p> <p>Run refresher sessions on using ALPS Connect Interactive to support evaluation.</p> <p>Circulate a list of provisions to staff in 2019-20 to encourage a wider range of staff to apply for specific provisions.</p>	<p>Whole school: ALPS Connect interactive and reports: £3 157.30 4Matrix: PiXL: £3 300</p> <p>Targeted: Study Room subject resources: £236.89 Revision resources: £1847.92 Revision planners: £299.60 Subsidy curriculum enrichment trip: £100 DHT: £50 182.44</p>



<p>B: To raise the aspirations of disadvantaged students</p>	<p>Targeted: Seek free opportunities to invite in speakers about a more diverse range of careers or experiences to build into PSHE or collapsed day opportunities Launch legacy trips/trips with volunteering aspect; showcase Gap Year opportunities</p> <p>Alter Trip agreement in principle form to ensure PP provisions/needs are reflected – and prioritise activities which meet needs</p> <p>To subsidise specialist provision through parental hardship applications</p>	<p>KS4 disadvantaged students have had appointments with the careers advisor China legacy trip; Walk for well-being <i>Lists from each HoY for all whole school provisions</i></p> <p>Year 7 trip to the Science Museum to underpin and embed topics studied in class this academic year. London Careers Festival with Years 9 and 10 to the Guildhall to learn about opportunities for degree apprenticeships with various organisations such as Google, The Independent, BBC, City of Westminster and PWC. This trip was very successful in raising aspirations and engaging students in a positive dialogue about their futures.</p>	<p>Enrichment week is now scheduled for November so work around aspirations will be reflected in the programme for each year group</p> <p>For 2019-2020 it would be useful to have a list of students likely to enter music examinations and whether accompaniment might be required</p>	<p>Targeted: KS3 PP £25 650.60</p> <p>£128.70 Subsidy for Netball competition £25 subsidy for Rock Challenge competition £400 subsidy for DofE Award £1 315.50 subsidy for AW £841.50 subsidy for Music tuition Cover for trips/ workshops: £1 500</p>
<p>C/F: To diminish the difference in attendance of disadvantaged students & their non-disadvantaged peers</p>	<p>Whole school: Align behaviour and attendance</p> <p>Monitor attendance changes weekly, with escalation ladder</p>	<p>% attendance is 94.96% which is below national expectation in 2018/19 (95%) % attendance shows a persisting difference of 1% between disadvantaged students & their non-disadvantaged peers with FSM at a figure of 94.2%. Although all figures are above the national figures this represents a fall in attendance since 2017-2018 so energy needs to be refocused on this barrier next academic year.</p>	<p>Additional time allocated by the A&WO will be required in 2019-2020 to monitor attendance more closely, and as such 0.5 A&WO salary will be allocated in the 2019-2020 Strategy (£13 424.59) Recommendation: separate behaviour and attendance because positive rewards and communication about excellent or improved attendance have not been as regular as sanctions. For 2019-2020 HoY8 to deliver CPD on best use of the Attendance diamond</p>	<p>Whole school: £800 SoL Attendance tracker and training</p>



<p>D: To reduce the number of disadvantaged students who are sanctioned for repeating the same behaviour for learning with no improvement in progress</p>	<p>Quality teaching first: Refine student data tracking in 2018-19 in order to identify issues earlier – separate AtL in lessons from outside lessons and introduce a <1 category to ensure clarity around serious concern versus below LMS expectations</p> <p>New ARD proforma to encourage student reflection on progress and concerns</p> <p>Targeted: Continue mentoring programme</p>	<p>Overall there is parity in the AtL scores of the disadvantaged and non-disadvantaged cohorts. There is a trend in lower AtL outside lessons for some key students. HoYs are delivering engagement programmes, especially for those with repeated instances of behavioural concerns</p> <p>6 students from Year 8 meet once a week for Resilience Training. The programme offers strategies to build resilience. All students involved have reported feeling stronger and more confident at school since starting the training.</p> <p>Disadvantaged students struggling with organisation have had a 1:1 appointment and follow up to develop tools and resources to help with daily organisation.</p> <p>DSEF documents show greater monitoring of data consistency and clarity in use of AtL scores/ranges; HoYs use AtL ladders to praise in Year assemblies.</p> <p>Reward trip in July 2019 based on outstanding achievement for 10 students to Everyone’s Talking about Jamie at the Apollo Theatre on Shaftsbury Avenue.</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.</p> <p>In 2019-20 praise could be featured more on HoY notice boards</p> <p>For data in 2019-20 we need to create HoY sheets with SEND KS3 PP Access</p>	<p>Whole school: Marksheet construction: £600 Targeted: £114.66 Rewards and rewards trip £123.91 Bean bags</p>
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<p>E: To increase the level of literacy/oracy and numeracy for disadvantaged students</p>	<p>Whole school: Launch our own LMS Building a Goodly Herit-EDGE programme with Y8</p> <p>Introduce new marking code</p> <p>Specialist staff to teach Y10 CS; use of LSAs in core when possible</p> <p>Ensure whole school oracy opportunities</p> <p>Targeted: Staff nominate disadvantaged students as leaders</p> <p>Targeted book club: The Burning by Laura Bates</p>	<p>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. However, there are some students whose AtL scores are lower outside of lessons so support around this will be needed next year.</p> <p>Evidence from lesson observations and learning walks show the engagement and oracy of disadvantaged students in lessons</p> <p>Evidence from book looks show students responding to the marking code and acting on mistakes; teachers are holding disadvantaged students to account for developing their literacy/numeracy</p> <p>More disadvantaged students are taking a role in whole school performance/high-profile activities, e.g. leading assemblies, Drama/Music Showcase, Walk for Well-being etc.</p>	<p>Herit-EDGE will be rolled out across Y7-10 in 2019-2020</p> <p>CPD day 25 June 2019 feedback will lead to a revised marking code for 2019-20</p> <p>Promoting a love of reading needs to be a clearer focus in 2019-2020.</p> <p>Utilising the library well-being space and investing resources there should form part of this strategy in order to support the progress of disadvantaged students outside of lessons.</p>	<p>Targeted £50.30 Books</p>
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<p>G: To engage parents/carers of disadvantaged students better in order to work with us more effectively</p>	<p>Whole school: To raise the profile of well-being</p> <p>Targeted: Curiosity Club</p> <p>MIND Mental Health Awareness Workshop</p> <p>To subsidise specialist provision through parental hardship applications</p>	<p>We Club relaunched with a guest facilitator taking students through a workshop on social action. The weekly club on Wednesdays after school is working on the theme Wellbeing at LMS.</p> <p>Calm Club is run at lunchtime 2 days a week - it is 10 minutes of relaxation, meditation and mindfulness.</p> <p>Increased take up of offer of HoY meetings/guidance/support and applications for hardship funding to support progress/engagement</p> <p>There is better communication/advice around key transition points and sources of support, e.g. mental health and well-being; stress & examinations; developing independence</p>	<p>Communication around exams and anxiety still needs more work. The designated of the library as a well-being space funded by the Walk is an exciting opportunity for next academic year. PSHE will be rebranded as KS3 and KS4 wellbeing for 2019-20.</p> <p>The 20 students who took part in the MIND workshop to raise awareness of the language and stigma around mental health to complete the mental health first aider training with MIND in 2019-2020.</p> <p>With some parents buy-in remains a challenge so looking at creating opportunities within the day for intervention might be worth exploring next year.</p> <p>Metacognition is an area in which more work could be done to support progress next year.</p>	<p>Targeted: £161.82 Mental Wealth Journals £2 000 two cohorts of Curiosity club £275 Craft resources Subsidies as above (in section B) – total £2 710.70 £750 Cover for events and workshops</p>
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7. Additional detail

The progress of disadvantaged students will remain a focus of the LMS SDP 2019-2022 and PM of each teacher in 2019/20.