



# Lady Margaret School

Review of expenditure				
Academic Year		2018-2019		
Desired outcome	Chosen action / approach	Estimated impact	Next steps	
<p>A: To diminish the difference in Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers in school</p>	<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&amp;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><b>Whole school:</b> ALPS Connect interactive and reports: £3 157.30 4Matrix: PiXL: £3 300</p> <p><b>Targeted:</b> 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>List 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><b>Targeted:</b> 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 &amp; 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 &amp; 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&amp;WO will be required in 2019-2020 to monitor attendance more closely, and as such 0.5 A&amp;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><b>Whole school:</b> £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 &lt;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><b>Whole school:</b> Marksheet construction: £600 <b>Targeted:</b> £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 &amp; 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><b>Targeted:</b> £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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**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.