

DSTC Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 academic year) funding to help improve the attainment of our disadvantaged pupils. It is part of DSTC's 3 year strategy (2021-4).

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dartford Science and Technology College
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	Sept 2021 - August 2024
Date this statement was published	15.12.2023
Date on which it will be reviewed	01.11.2024
Statement authorised by	Miss Joanne Sangster - Principal
Pupil Premium lead	Mrs Deborah Ellis - Senior Vice Principal/DSL
Governor / Trustee lead	Mr Geoff Prout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,600
Recovery premium funding allocation this academic year	£44,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£210,588

Part A: Pupil premium strategy plan

Statement of intent

DSTC aims to '**Educate and Empower**' all students irrespective of their background or the challenges they face, to make good progress and show high attainment across the curriculum. No student's learning will be capped due to challenges to learning they may have, such as reading comprehension and vocabulary deficit.

Our strategy is integral to wider school plans for education recovery, notably in its continued targeted support post Covid-19 for pupils whose education has been worst affected, including non-disadvantaged pupils.

Research has found that disadvantaged students have been worst affected by partial Covid-19 (NSPCC, FFT DataLab, Children's Commissioner & Youth Endowment Fund research) and that the attainment gap has grown between disadvantaged and non-disadvantaged children, with girls being more affected than boys (FFT November 2022).

Our intention is to '**Prioritise and Personalise**' both our teaching & learning and support for our Pupil Premium (disadvantaged) students, allowing them the greatest opportunity to succeed. Therefore we are focussing on the effective implementation of a small number of priorities in areas that are likely to make the biggest difference to our students:

It is our intention that children in receipt of Pupil Premium:

- Achieve to the best of their ability, addressing any barriers to learning that may present themselves through Quality First Teaching (QFT), intervention and support. High quality teaching, utilising '*Thinking Hard Strategies*' and '*Reading Proficiency*' is the centre point of our vision. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Have high levels of attendance and receive support and challenge for this where it is necessary.
- Have as many opportunities as possible to experience extra-curricular activities and educational trips, regardless of barriers to this.
- Experience positive behaviour through being explicitly taught how to behave. Have access to wider pastoral support services where needed. eg counselling & wellbeing services.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading To improve the reading proficiency of pupils identified in early testing as not currently meeting age-related expectations <i>[This links to our College Development Plan]</i>
2	Quality First Teaching (QFT) To continue to address lost learning from the Covid-19 pandemic through enhanced Quality First Teaching (QFT), behaviour support and intervention. <i>[This links to our College Development Plan]</i>
3	Absenteeism To address any attendance issues – particularly those at risk of being at the persistent absence level. <i>[This links to our College Development Plan]</i>
4	Cultural Capital Experiences To increase student cultural capital: Enabling engagement with extra-curricular activities and educational trips, addressing financial barriers where needed. <i>[This links to our College Development Plan]</i>
5	Behaviour, Wellbeing & Mental Health To support behavioural improvements including increasing resilience and improving mental health and wellbeing. <i>[This links to our College Development Plan]</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Pupils in receipt of Pupil Premium funding increase their Reading proficiency.	Increased number of Pupil Premium students in the average and above average categories of the NGRT outcomes.
2a Pupils in receipt of Pupil Premium funding achieve in line with expectations.	Quality First Teaching improves outcomes and gaps are significantly reduced. Pupil Premium and High Prior Attainers who are Pupil Premium have a positive progress 8 score.
2b To improve PP Engagement in Learning .	90% of Pupil Premium students have an average of 2 or above in Engagement in Learning grades across all subjects. Reduction in the percentage of children in receipt of the Pupil Premium who are excluded / suspended as a proportion of all incidents to be in line with non PP students.

3 Increased attendance of children in receipt of the Pupil Premium.	Pupil Premium students have an attendance average of 92%.
4 Increase Cultural Capital for Pupil Premium students	Pupil Premium students have at least three cultural capital experiences across the academic year.
5 PP students feel supported regarding improving their own mental health & wellbeing	<p>Student Counsellor and Wellbeing survey results show improvements from baseline data. Case studies.</p> <p>New services have been identified for students to further support wellbeing.</p> <p>Individual Character Education lessons and tutor sessions support students' understanding of building resilience and positive mental health.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,662.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching & CPD: Feedback and Metacognition	<p>EEF Toolkit – Collaborative learning, Thinking Hard, Mastery learning and Metacognition</p> <p>PiXL Framework</p> <p>EEF Toolkit - Feedback</p> <p>Sparks for English and Maths</p> <p>CPD</p> <p>PiXL Events and Training</p>	1, 2
Support staffing CPD : Utilising ISA's in the classroom	<p>EEF Toolkit - Teaching Assistant Intervention</p> <p>EEF - 5 a Day</p>	2
Reading & Literacy strategy across subjects and Tutor Time. (RAR)	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>EEF Toolkit - Reading Comprehension - Tutor Time Focus</p> <p>PiXL Reading</p>	1, 3

	NGRT Reading Tests Reading Recovery Plan 2023-24 NPQLL	
Reducing class sizes in Core English/ Maths /Science in KS3 & 4.	EEF Toolkit - Reducing class size Overstaffing in English, Maths and Science	2

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,285.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Support - Reciprocal teaching programme to support reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <ul style="list-style-type: none"> - KS3 DEAR Form Tutor sessions - KS4 Form Tutor guided reading - KS5 Language - SEND interventions groups 	<p>EEF Toolkit</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Mentors</p>	1, 2, 3
<p>Small group support work for English/Maths intervention & Academic Assistants</p>	<p>EEF Toolkit – Small group tuition:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One-to-one tuition and small group tuition are both effective interventions.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	1, 2a, 2b

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,639.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced role of Pupil Premium Coordinator to support the Attendance Officer:	<p>Prior experience. DfE: Improving School Attendance, Parental engagement EEF</p> <p>Nudge text system Parental Engagement Attendance tracker</p>	3, 4, 5
Continue to support Wellbeing:	<p>EEF Toolkit - Social and Emotional Learning How to be evidence informed whilst... Charles Dickens Research School</p> <p>Student Voice feedback and Safeguarding referral analysis. Access to School Counsellor Safeguarding Team SEND Team Homework clubs CEIAG</p>	5, 3, 4
Behaviour:	<p>Bill Rogers “<i>Certainty not severity</i>” & “<i>Behaviour is everyone’s responsibility</i>” Tom Bennett ‘<i>Running the Room</i>’ Paul Dix ‘<i>When the Adult Changes, Everything Changes</i>’ Character Education Framework EEF Toolkit Behaviour interventions</p> <p>Reward System Behaviour systems</p>	2b, 4
Continue to supply revision guides for GCSE subjects where appropriate - coordinated by the Pupil Premium Coordinator.	Previous GCSE results and student feedback.	2
Continue increased opportunities for Pupil Premium students to attend	EEF Toolkit – Outdoor adventure learning	4, 5

visits etc eg Duke of Edinburgh Funding extracurricular opportunities.	Outdoor adventure learning EEF	
Breakfast club and access to food before school for all pupils to ensure the best start to the day.	Evaluation of Breakfast clubs in school - DfE March 2017. EEF Toolkit - Extending School time	2b, 3, 5
The Careers Education, Information, Advice and Guidance (CEIAG) Coordinator to provide a range of experiences to foster future aspiration and ambitions.	EEF Toolkit – Aspiration interventions Pupils achieve equal access to careers provision. EEF Toolkit Aspirations	3, 4
Access to extra-curricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations. EEF Toolkit Aspirations	4, 5
Summer School provision to aid the transition process from Year 6 to Year 7. DSTC has held Summer Schools in various guises for the past 21+ years. (DEL)	EEF Toolkit – Summer schools EEF Toolkit - Summer Schools	4, 5
Contingency Fund.	A small fund to allow us to act swiftly on needs that have not been identified yet.	All

Total budgeted cost: £210,588