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 *[This links to our College Development Plan]*
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. *[This links to our College Development Plan]*
3	**Absenteeism** To address any attendance issues – particularly those at risk of being at the persistent absence level. *[This links to our College Development Plan]*
4	**Cultural Capital Experiences** To increase student cultural capital: Enabling engagement with extra-curricular activities and educational trips, addressing financial barriers where needed. *[This links to our College Development Plan]*
5	**Behaviour, Wellbeing & Mental Health** To support behavioural improvements including increasing resilience and improving mental health and wellbeing. *[This links to our College Development Plan]*

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**	Student Counsellor and Wellbeing survey results show improvements from baseline data. Case studies. New services have been identified for students to further support wellbeing. Individual Character Education lessons and tutor sessions support students' understanding of building resilience and positive mental health.

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	EEF Toolkit – Collaborative learning, Thinking Hard, Mastery learning and Metacognition PiXL Framework EEF Toolkit - Feedback Sparks for English and Maths CPD PiXL Events and Training	1, 2
Support staffing CPD : Utilising ISA's in the classroom	EEF Toolkit - Teaching Assistant Intervention EEF - 5 a Day	2
Reading & Literacy strategy across subjects and Tutor Time. (RAR)	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) EEF Toolkit - Reading Comprehension - Tutor Time Focus PiXL Reading	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
Literacy Support - Reciprocal teaching programme to support reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. - KS3 DEAR Form Tutor sessions - KS4 Form Tutor guided reading - KS5 Language - SEND interventions groups	EEF Toolkit 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: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF Reading Mentors	1, 2, 3
Small group support work for English/Maths intervention & Academic Assistants	EEF Toolkit – Small group tuition: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF 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. One-to-one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. 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.	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:	Prior experience. DfE: Improving School Attendance, Parental engagement | EEF Nudge text system Parental Engagement Attendance tracker	3, 4, 5
Continue to support Wellbeing:	EEF Toolkit - Social and Emotional Learning How to be evidence informed whilst… | Charles Dickens Research School Student Voice feedback and Safeguarding referral analysis. Access to School Counsellor Safeguarding Team SEND Team Homework clubs CEIAG	5, 3, 4
Behaviour:	Bill Rogers *"Certainty not severity"* & *"Behaviour is everyone's responsibility"* Tom Bennett *'Running the Room'* Paul Dix *'When the Adult Changes, Everything Changes'* Character Education Framework EEF Toolkit Behaviour interventions Reward System Behaviour systems	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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Intended outcome	Success criteria
1 Pupils in receipt of Pupil Premium funding increase their **Reading** proficiency.	(Appendix 1) The continuance of the reading lesson has ensured that literacy and reading proficiency of Pupil Premium students has improved. This is the first year of using NGRT tests to measure reading proficiency and to diagnose any gaps in reading. The disproportionate number of PP students in the low prior attainment matches the higher levels of readers at the 6-10 age bracket although this is still a very small number of students. The number of PP readers above their reading age is slightly below in comparison to non-PP students. This is more pronounced at the age 10-12 band. The key area for development is the number of readers currently at the 10-12 age range. To close the gap we will need to focus on converting 10 PP students from each age range and ensure they are able to reach the next reading band.
2a Pupils in receipt of Pupil Premium funding **achieve** in line with expectations.	(Appendix 2ai) The progress and attainment of Pupil Premium students has decreased in comparison to last year, this is in line with the national trend and the progress of PP students is currently in line with national progress (-0.7). We continue to see a large distribution of PP students in the low prior attainment band which has an impact on all attainment measures and is something we will need to be mindful of as the progress measure temporarily disappears. (Appendix 2aii) When comparing the progress of Year 11, Pupil Premium students outperformed non Pupil Premium students in 5 subjects, particularly pleasing is the progress of Pupil Premium students in Triple Science subjects, with English and Maths continuing to close the progress gap as well. The progress of PP students in Performing Arts show a significant improvement on last year, geography has also been a focus with the progress gap continuing to reduce by over a third of a grade.

	The subjects in red (with a gap of greater than 0.5 of a grade) will be focus subjects in 2023-24 when analysing the progress of Pupil Premium students. Particularly Business and Computer Science.
2b To improve PP **Engagement in Learning**.	(Appendix 2b) The distribution of engagement in learning grades show high levels of engagement for Pupil Premium and non Pupil Premium students across all Year Groups as shown by the percentage of grades 1 and 2. In Year 7 and Year 8 the number of grade 1 and 2s is similar for Pupil Premium students and non Pupil Premium students. Moving up the Year Groups the number of grades 3 and 4 increases although the gap between Pupil Premium and non Pupil Premium grades 3 and 4 has decreased in Year 10 and Year 11 compared to last year.
3 Increased **attendance** of children in receipt of the Pupil Premium.	(Appendix 3) There has been a clear focus on attendance across DSTC and the gap between PP and non PP has continued to close despite attendance rising in each year group which is really positive. Particularly pleasing is the improvement in Year 11 PP attendance from 81% to 89%. This will continue to be a focus for the year ahead
4 Increase **Cultural Capital** for Pupil Premium students	- PP students had access to over 47 trips and at least 5 cultural capital experiences including D of E. 26.7% of all trip spaces were taken up by PP students - Financial Support is available for all trips but taken up but this has reduced, particularly with residential and overseas trips
5 PP students feel supported regarding improving their own **mental health & wellbeing**	- Assemblies and the ICE curriculum promote positive mental wellbeing for all students 42% of students seeing our school counsellor have Pupil Premium status. These students have benefitted from more intensive support from the pastoral and safeguarding teams. All have reported that the sessions are benefiting them. - The use of Kooth, NHS Chat, School Nurse, CAMHS, Emotional Health and Wellbeing Service, Early Help, Online Wellbeing Apps have all supported improving mental health and wellbeing amongst students. - All students have completed the Online Safety Alliance Award with the aim of developing students' ability of keeping themselves safe online. - Let's All Talk Mental Health (LATMH) was launched last year as a platform for parents. Usage has dropped significantly this year and this will be reviewed for next year. - BounceForward - staff training has taken place and sessions embedded into Tutor time and ICE lessons. (Individual Character Education). Students report positively on this in the Wellbeing / Safeguarding / Behaviour Survey.

Appendix 1

	Mean Age	6:11 or less	7:00 - 7:11	8:00 - 8:11	9:00 - 9:11	10:00 - 10:11	11:00 - 11:11	12:00 - 12:11	13:00 - 13:11	14+
Percentage of students by reading age equivalent bands										
PP	13:03	2%	2%	3%	3%	5%	15%	14%	15%	43%
Non-PP	13:02	0%	1%	1%	3%	5%	6%	10%	13%	60%

Appendix 2ai

Pupil Premium Outperformed Non Pupil Premium	Non Pupil Premium outperformed Pupil Premium by less than 0.5 of a grade	Non Pupil Premium outperformed Pupil Premium by more than 0.5 of a grade

Subject	Non PP	PP	Difference
Performing Arts Dance	0.69	1.49	0.8
Sport	1.2	1.84	0.64
Biology	-0.39	-0.13	0.26
Chemistry	-0.82	-0.71	0.11
English Lang	-0.12	-0.14	-0.02
Physics	-0.76	-0.79	-0.03
Maths	0.01	-0.16	-0.17
English Lit	-0.01	-0.26	-0.25
Science Combined	-0.3	-0.59	-0.29
Geog	-0.44	-0.75	-0.31
Spanish	0.86	0.42	-0.44
Hospitality & Catering	0.04	-0.61	-0.65
HSC	0.31	-0.44	-0.75
French	1.12	0.34	-0.78
Music	-1.49	-2.37	-0.88
History	0.41	-0.55	-0.96
Art	1.18	0.21	-0.97
Media	0.99	0	-0.99
Film Studies	0.08	-1.12	-1.2

Business	0.02	-1.28	-1.3
Computer Sci	0.4	-1.24	-1.64

Appendix 2aii

Headline Measure	Pupil Premium Students (2023 in brackets)	Non-Pupil Premium Students (2023 in brackets)
Progress 8	-0.71	+0.09
Attainment 8	31.79	45.19
4+ English and Maths	43%	66%
5+ English and Maths	21%	43%

Appendix 2b

EIL Grade	Year 7		Year 8		Year 9		Year 10		Y11	
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
1	11.6%	5.2%	14.2%	10.4%	19.2%	16.0%	22.0%	20.6%	24.1%	15.5%
2	86.8%	92.1%	81.8%	80.4%	75.9%	77.0%	73.7%	65.3%	71.4%	74.3%
3	1.7%	2.6%	3.9%	8.7%	4.7%	6.7%	3.7%	13.3%	4.3%	9.4%
4	0.0%	0.0%	0.1%	0.6%	0.2%	0.2%	0.6%	0.8%	0.2%	0.8%

Appendix 3

Attendance Percentage

Year	2023/24		2024/25	
	PP	Non PP	PP	Non PP
7	93.9	95.1	94.5	95.8
8	87.7	93.4	89.9	93.2
9	85.7	91.3	90.4	93
10	88.8	92.9	89.3	92.4
11	81.3	90.3	89.9	93.4
Overall	87.5	92.5	90.7	94.1