DSTC Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	858
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	**Sept 2024 - August 2025**
Date this statement was published	07.12.2024
Date on which it will be reviewed	01.12.2025
Statement authorised by	Joanne Sangster - Principal
Pupil Premium lead	Ricky Archer - Vice Principal
Governor / Trustee lead	Mr Geoff Prout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,500
Recovery premium funding allocation this academic year	£18,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£197,245

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	**High Quality Inclusive Teaching (HQIT)** To continue to address gaps in attainment between Pupil Premium students and non-Pupil Premium students through enhanced High Quality Inclusive Teaching (HQFT), 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.
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.	High Quality Inclusive Teaching improves outcomes and gaps are significantly reduced. Pupil Premium students have an average attainment of above 34
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 five 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.

High Quality Inclusive Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,662.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Inclusive Teaching & CPD: Focus on Effective Feedback	EEF Guidance report on Feedback 📄 Feedback Policy 24-25 Dylan William - Embedded Formative Feedback	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.	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 NGRT Reading Tests Reading Recovery Plan 2024-25	1, 3

	EEF Toolkit - Reducing class size Overstaffing in English, Maths and Science	2
Reducing class sizes in Core English/ Maths/Science in KS3 & 4.		

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: £61,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support Wellbeing:	EEF Toolkit - Social and Emotional Learning 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	Previous GCSE results and student feedback.	2
Continue increased opportunities for Pupil Premium students to attend visits etc eg Duke of Edinburgh Funding extracurricular opportunities.	EEF Toolkit – Outdoor adventure learning Outdoor adventure learning | EEF	4, 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: £197,245

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 2024-2025 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. Our reading strategy has evolved and we are now using a combination of Sparx Reader & NGRT tests to measure reading proficiency and to diagnose any gaps in reading. There is a disproportionate number of PP students in the low prior attainment band which impacts on reading levels The data suggests that although there are a significantly disproportionate number of PP students with a reading age lower than their chronological age, a higher percentage of these students are in Group C instead of D in comparison to non PP students. This suggests that the interventions are supporting us to close the gaps in reading. The year group with the converse pattern to this is Year 10 which suggests that reading could be a barrier to GCSE attainment for PP students in next summer's results.
2a Pupils in receipt of Pupil Premium funding **achieve** in line with expectations.	(Appendix 2ai) The attainment of Pupil Premium students has increased in comparison to last year, this is despite the national trend showing a decrease in PP attainment. We continue to see a large distribution of PP students in the low prior attainment band which has an impact on all attainment measures (Appendix 2aii) When comparing the progress of Year 11, Pupil Premium students outperformed non Pupil Premium students in 7 subjects, particularly pleasing is the progress of Pupil Premium students in Combined Science subjects, with English and Maths continuing to close the progress gap as well.

	The subjects in red (with a gap of greater than 0.5 of a grade) will be focus subjects in 2025-26 when analysing the progress of Pupil Premium students..
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. There has been a small increase in students awarded a 3 for EiL which will need to be monitored at the first data drop in December.
3 Increased **attendance** of children in receipt of the Pupil Premium.	(Appendix 3) There has been a focus on attendance across DSTC and the gap between PP and non PP has remained stable although attendance has dropped as a whole which reflects the national picture. 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 40 trips and at least 6 cultural capital experiences including D of E.
	● There were specific events targeted towards PP students including:
	  ○ UKC Year 8 Aspirations Day
	  ○ UoCA Year 9 HPA PP Aspirations Day
	● 23.2% 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 ● 35% 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. ● The use of SHOUT (text service) and We Are With You has been successfully trialled this year ● All students have completed the Online Safety Alliance Award with the aim of developing students' ability of keeping themselves safe online.

Appendix 1

Year	Group A		Group B		Group C		Group D	
	Non	PP	Non	PP	Non	PP	Non	PP
8	22.4%	3.0%	21.8%	16.7%	29.2%	43.3%	26.5%	30.0%
9	27.6%	25.0%	31.0%	17.9%	21.4%	28.6%	20.0%	28.6%
10*	21.4%	13.3%	30.4%	20.0%	12.5%	6.7%	35.7%	40.0%
11*	13.0%	12.9%	40.7%	29.0%	17.9%	25.8%	28.5%	32.3%

A.   Reading above their chronological age and the positive gap is increasing,

B.   Reading above their chronological age but the positive gap is narrowing,

C.   Reading below their chronological age but the gap is closing,

D.   Reading below their chronological age and the gap is not closing.

* A number of students in these year groups sat only one reading test last academic year. They are on the catch up list to be tested in the Autumn term and data will be updated.

Appendix 2ai

Headline Measure	Pupil Premium Students (2024 in brackets)	Non-Pupil Premium Students (2024 in brackets)
Progress 8	+0.89 (-0.71)	+1.05 (+0.09)
Attainment 8	36.51 (31.79)	52.19 (45.19)
4+ English and Maths	50% (43%)	78% (66%)
5+ English and Maths	33% (21%)	61% (43%)

Appendix 2aii

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
Music	-2.72	0.35	3.07
Computer Scl	-0.15	1.09	1.24
Hospitality & Catering	1.57	2.08	0.51
Science Combined	0.61	0.77	0.16
Textiles GSCE	1.31	1.47	0.16
History	1.58	1.72	0.14
Spanish	1.46	1.49	0.03
Geography	0.77	0.77	0.00
Maths	1.12	1.07	-0.05
English Lang	0.61	0.47	-0.14
English Lit	1.02	0.72	-0.30
Performing Arts Dance	2	1.66	-0.34
Business	1.09	0.7	-0.39
Art	1.25	0.74	-0.51
Physics	0.35	-0.17	-0.52
Biology	0.89	0.21	-0.68
Film Studies	1.96	1.2	-0.76
HSC	1.42	0.51	-0.91
Chemistry	0.54	-0.43	-0.97

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	25.1%	13.37%	22.4%	25.5%	27.1%	21.8%	31.1%	21.1%	31.6%	25.9%
2	72.4%	80.81%	75.0%	72.0%	69.5%	72.0%	61.3%	64.1%	62.6%	61.8%
3	2.5%	4.07%	2.45%	2.35%	3.0%	5.6%	6.6%	12.5%	4.7%	11.4%
4	0.0%	1.7%	0.00%	0.14%	0.38%	0.69%	1.03%	2.37%	1.1%	0.9%

Appendix 3

Attendance Percentage

Year	2024/25	
	PP	**Non PP**
7	91.1	95.4
8	89.5	93.6
9	88.1	92.4
10	85.7	91.2
11	86.4	91.3
Overall	88	92.9