

DSTC Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	859
Proportion (%) of pupil premium eligible pupils	22.8% (DfE doc)
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	15.12.2021
Date on which it will be reviewed	30.09.2022
Statement authorised by	Mrs Anne Davis - Principal
Pupil Premium lead	Mrs Deborah Ellis - Vice Principal / DSL
Governor / Trustee lead	Mr Andy Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,620
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£168,655

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Research has found that disadvantaged students have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. Our intention is to '**Prioritise and Personalise**' both our teaching & learning and support for our Pupil Premium 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*' 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 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.
- Have access to wider support services where needed e.g. students that already have a Social Worker or are Young Carers.

Challenges

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

Challenge number	Detail of challenge
1	Reading Ages 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	Lost Learning from Covid-19 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. This applies particularly to the Year 11 cohort (21/22) <i>[This links to our College Development Plan]</i>
4	Experience and opportunity gap 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	Wellbeing To support improvements in 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.	Data led demonstrable impact from Accelerated Reader / Nessie.
2a Pupils in receipt of Pupil Premium funding achieve in line with expectations.	Reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not.
2b Further develop a programme of early intervention behaviour support to decrease inappropriate behaviours and develop culture in the PP cohort.	Reduction in the percentage of children in receipt of the Pupil Premium who are excluded as a proportion of all incidents. Ensure early intervention for support with behaviour.
3 Increased attendance of children in receipt of the Pupil Premium – particularly in Years 10 and 11.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not.

4 Increased number of children in receipt of the Pupil Premium attending extra-curricular activities and educational trips.	Increase in the uptake of extra-curricular activities attended and targeted educational trips for children in receipt of the Pupil Premium.
5 PP students feel supported regarding improving their own mental health	Student Counsellor and Wellbeing survey results show improvements from baseline data. Case studies.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,630 - Actual cost: £69,010 (-£3,600)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	EEF Toolkit – Collaborative learning, Thinking Hard, Mastery learning and Metacognition	1 & 2
Support staffing CPD	EEF Toolkit - Teaching Assistant Intervention	1 & 2
Support for Newly Qualified and early careers Teachers	EEF Toolkit – Collaborative learning, Learning Styles, Mastery learning and Metacognition EEF Toolkit - Metacognition	1
Reading & Literacy strategy across subjects and Tutor Time: Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	EEF Toolkit – Reading comprehension strategies. 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	1, 2
Thinking Hard Strategies	EEF Toolkit PiXL Framework	1 & 2
Feedback and marking improvements	EEF Toolkit - Feedback	2

Developing metacognitive and self-regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1 & 2
Purchase of standardised diagnostic assessments. (CATS) Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Reducing class sizes in Core English / Maths / Science	EEF Toolkit - Reducing class size	1,2

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

Budgeted cost: £42,890 - Actual cost: £41,010 (-£1880)

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.	EEF Toolkit – Reading comprehension, Digital Technology, Internal data, Accelerated Reader, Nessie: 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 EEF Toolkit - Teaching Assistant Intervention	1, 2
Small group support work for English intervention & Academic Assistant English & Maths	EEF Toolkit – Small group tuition: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

Small group support work in Maths via intervention groups.	EEF Toolkit – Small group tuition: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers in Years 10 & 11.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit - Extending School time	1,2,3

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

Budgeted cost: £60,730 - Actual cost: £62,400 (+£1670)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced role of Family Liaison Officer to support the Attendance Officer	Prior experience. DfE: Improving School Attendance	3
Access to School Counsellor	EEF Toolkit - Social and Emotional Learning Student Voice feedback and Safeguarding referral analysis.	3 & 5
Reward system reviewed and reinvigorated	Bill Rogers <i>“Certainty not severity” & “Behaviour is everyone’s responsibility”</i> Character Education Framework	4, 3 & 2
House System introduced to develop students character education	Character Education Framework	4, 3 & 2
Revision guides for GCSE subjects where appropriate - coordinated by the Pupil Premium Coordinator.	Previous GCSE results and student voice feedback. Increased capacity.	1 & 2
Homework club (Printing, resources, and stationary packs) to ensure no barriers to learning and progress	EEF Toolkit – Homework Extending school time EEF Toolkit - Extending School time	1 & 2
Duke of Edinburgh Funding extracurricular opportunities	EEF Toolkit – Outdoor adventure learning	4 & 5

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	3
Careers Education, Information, Advice and Guidance (CEIAG) provision and guidance with in-school careers advisor.	EEF Toolkit – Aspiration interventions Pupils achieve equal access to careers provision. EEF Toolkit Aspirations	4 & 5
Access to extra-curricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations. EEF Toolkit Aspirations	4
Embedding principles of good practice set out in DfE’s Improving School Attendance advice. Attendance linked to rewards to offer praise where necessary for those pupils making improvements. This will be used to offer prizes to those pupils who are working hard to keep an excellent attendance or for those who are improving.	National data on attendance and achievement. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
“The Hub” facility is used for a range of social, emotional, medical, attendance related issues interventions.	EEF Toolkit – One to One/Small group tuition One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit Behaviour interventions EEF Toolkit - Social and Emotional Learning	3
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.	EEF Toolkit – Summer schools EEF Toolkit - Summer Schools	1,2,3,4,5
Educational psychologist provision where appropriate.	Required for some external support such as EHCPs.	3
Contingency Fund	A small fund to allow us to act swiftly on needs that have not been identified yet.	All

Total budgeted cost: £176,250.00

Total spend: £172,400 (PP Grant = £168,655)

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The previous set of performance measures DSTC achieved were 2019-20 and the next two sets of data are CAGs* and TAGs**. The latest set of data for examinations is 2021-22 published by the DfE. They show an upward trend of improvement for our disadvantaged students.

Performance of Pupil Premium Students is increasing over the 3 year trend, in P8 scores.

Although an improvement of internally assessed P8 scores from -0.51 in 2018-19, -0.15 in 2019-20 and +0.12 in 2020-21, our assessment of these outcomes points primarily to Covid-19 impact as although the scores have improved, the gap is still more than we want, although improvements have been made. The gap has continued to decrease during the void and subsequent year, despite a more vulnerable cohort of students.

Lockdown disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils (despite significant pastoral and academic intervention work), and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended due to remote provision.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, GCSEPod, Seneca Learning and Google Classroom. The National Tutoring Programme was utilised and a variety of intervention (as shown in the table previously) implemented.

All PP students were allocated a chromebook which was delivered by staff and students supported in their use.

DfE Progress 8 (verified) data identifies PP students at DSTC as having a P8 of -0.04. Although just negative, this is a significant improvement compared to the last verified data set published in 2019 (pre Covid) of P8 -0.51.

Nationally, FFT Data Lab has identified: ***“The disadvantage gap has widened again, especially for girls”*** FFT Data Lab November 2022.

“The DfE’s own figures show that the KS4 disadvantage gap index has widened again this year, and is now at its highest level since 2012.....analysis of average P8 scores by gender and disadvantage suggests that girls have been particularly affected.....”
FFT Data Lab November 2022.

Average Progress 8 score by gender, disadvantage status and year. (FFT Data Lab November 2022.)

Gender	Year	Disadvantaged	Non Disadvantaged	Total
Boys	2019	-0.70	-0.12	-0.27
Boys	2022	-0.72	-0.03	-0.21
Girls	2019	-0.19	0.38	0.22
Girls	2022	-0.37	0.34	0.15
Total	2019	-0.45	0.13	-0.03
Total	2022	-0.55	0.15	-0.03

The average score for disadvantaged boys has fallen by just 0.02, from -0.70 to -0.72. While the score for disadvantaged girls has fallen by 0.18, from -0.19 to -0.37. FFT Data Lab November 2022.

DSTC does not follow these trends and our disadvantaged girls have improved their P8 score from -0.51 to -0.04 over the same time periods.

DSTC’s Score of P8 -0.04 is significantly better than the national girls disadvantage score of P8 -0.37, with DSTC students progressing over a third higher than other disadvantaged girls nationally.

“As a result (at least in part), the percentage of pupils nationally classified as disadvantaged this year (26.3%) was lower than in 2019 (26.5%). This seems rather surprising given the pandemic. Perhaps it just shows how stringent the eligibility criteria for free school meals are nowadays.” FFT Data Lab November 2022.

Progress Measures:

	2019	2020*	2021**	2022
Student in Year 11 Cohort	97	147	133	146
Non Pupil premium Students in Cohort	65	117	105	118
Pupil Premium Students in Cohort	32	30	28	28
Progress 8 : All Pupils	-0.25	0.35	0.49	0.22
Progress 8 : Non Pupil Premium	-0.11	0.47	0.58	0.28
Progress 8 : Pupil Premium	-0.51	-0.15	0.12	-0.04
Attainment 8: All Pupils	41.06	47.7	49.76	49.2
Attainment 8 : Non Pupil Premium	42.8	49.85	50.8	60.4
Attainment 8 : Pupil Premium	37.53	39.33	45.87	39.6
9-4 in English and Maths : All Pupils	63%	68%	68%	74%
9-4 in English and Maths : Non Pupil Premium Students	68%	73%	71%	79%
9-4 in English and Maths : Pupil Premium	47%	50%	54%	55%
9-5 in English and Maths : All Pupils	94	43%	47%	54%
9-5 in English and Maths : Non Pupil Premium Students	43%	47%	50%	59%
9-5 in English and Maths : Pupil Premium	28%	27%	36%	28%

* &** Estimated as no national figures - based on CAGs and TAGs.

Attendance Data

Year	2019-20		2020-21		2021-22	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
7	95.12	96.49	94.65	97.8	90.13	94.78
8	92.61	96.44	92.35	95.56	92.78	94.69
9	88.22	94.5	93.2	94.86	87.01	92.58
10	88.5	92.75	86.79	93.8	89.76	93.56
11	89.04	94.02	88.25	95.23	87.21	95.34
Overall %	90.7	94.84	91.05	95.45	89.38	94.19
Overall Gap %	4.14		4.4		4.81	

Attendance of Pupil Premium Students (and the whole school) was better than national average despite a slight increase in the gap between PP and Non PP students. The gap between PP and Non PP attendance is still of concern for us. This links to what we know about our community and is being actively targeted by the Attendance and PP Teams. The national gap is wider.

On site attendance in all **state-funded schools** was **86.9% on 7 July 2022**. DSTC PP students attended at a higher rate than this.

Externally provided programmes

Programme	Provider
GCSEPod	GCSEPod
Accelerated Reader	Accelerated Reader
Nessie	Nessie
MyMaths VLE	Oxford University Press
MathsWatch VLE	MathsWatch Ltd
Google Classroom	Google
Kerboodle	Kerboodle
Seneca Learning	Seneca

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 post-16 student received £310. She was supported via intervention for A

	Levels and counselling. Text books were purchased and she met our counsellor regularly.
What was the impact of that spending on service pupil premium eligible pupils?	The student is progressing well in her studies and has enrolled successfully into an apprenticeship course.