

# Pupil Premium Strategy

2019-2022

Mrs Deborah Ellis

Vice Principal / DSL

<https://www.gov.uk/guidance/pupil-premium-strategy-statements> - DfE suggested template link. (NEW!)

**This is a 3 year Pupil Premium Strategy:**



## Pupil premium strategy statement

### School overview

Metric	Data
School name	Dartford Science & Technology College
Pupils in school	829 Whole School (792 Years 7-12) as at 29.01.21
Proportion of disadvantaged pupils	162 PP students funded for 2020-21 <i>Due to increased FSM numbers during the pandemic, we have 54.5% more FSM students (as at 01.02.21) than we are currently funded for.</i>
Pupil premium allocation this academic year	£153,980.00
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	August 2020, January 2021, Sept 2021
Statement authorised by	
Pupil premium lead	Mrs Deborah Ellis - Vice Principal / DSL.
Governor lead	Mr Andy Taylor

### Disadvantaged pupil performance overview:

	2017-18	2018-19	2019-20
Progress 8	-0.47	-0.52	-0.26
Ebacc entry	17%	18%	61%
Attainment 8	35.44	37.53	41
Percentage of Grade 5+ in English and maths	35.71%	28.13%	26%

### Strategy aims for disadvantaged pupils - 3 year plan

Aim	Target	Target date
Progress 8	<ul style="list-style-type: none"> <li>P8 to be less than the national gap compared to non-disadvantaged students.</li> </ul>	August 2022
Attainment 8	<ul style="list-style-type: none"> <li>A8 to be less than the national gap compared to non-disadvantaged students.</li> </ul>	August 2022
Percentage of Grade 5+ in English and maths	<ul style="list-style-type: none"> <li>To be less than the national gap compared to non-disadvantaged students.</li> </ul>	August 2022
Attendance	<ul style="list-style-type: none"> <li>PP Attendance to be 95%+.</li> </ul>	Annually.

Ebacc entry	<ul style="list-style-type: none"> <li>EBACC entry to be in line with non-disadvantaged students.</li> </ul>	August 2022
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### Teaching priorities for current academic year: 2019-20

Measure	Activity
Priority 1	Recruitment, retention and professional development of the Maths and Science departments. <b>Achieved</b>
Priority 2	To improve the use of Thinking Hard strategies to improve personalisation and differentiation for all learners. <b>Partially Achieved</b>
Potential barriers to achieving priorities.	National shortage of quality Maths / Science teachers. Retaining key members of the Maths / Science Faculty. Lack of CPD for all staff
Projected spending	Maths Academic Assistant Science extra funding Science additional TLR Thinking Hard external speakers

### Targeted academic support for current academic year: 2019-20

Measure	Activity
Priority 1	To increase reading ages of PP students to allow access to key learning materials: KS3. (KS4 interventions) <b>Partially Achieved</b>
Priority 2	Targeted intervention for all students through the use of T&L time. <b>Achieved</b> Resources - both material and access to staff for KS4 PP students where needed. <b>Achieved</b>
Potential barriers to achieving priorities.	Use of T&L time. Lack of identification of key PP students with multiple ACE's. Coordination of orders - revision guides.
Projected spending	Revision Guides - £1500

### Wider strategies for current academic year: 2019-20

Measure	Activity
Priority 1	<p><b>Attendance Strategy for those PA PP students.</b></p> <ul style="list-style-type: none"> <li>• 1:1 strengths based work on attendance.</li> <li>• Utilise the KCC Attendance Toolkit.</li> <li>• First day calling and followup.</li> <li>• Parental Engagement activities to increase collaboration.</li> </ul> <p><b>Partially Achieved</b></p>
Priority 2	<p><b>To increase the cultural capital of PP students lacking access to wider developmental opportunities.</b></p> <ul style="list-style-type: none"> <li>• Visits support - financial.</li> <li>• Internal opportunities proportionate access to PP students eg Student Ambassadors / Anti-bullying Ambassadors.</li> <li>• RAG Wellbeing, monitoring and intervention.</li> </ul> <p><b>Partially Achieved</b></p>
Potential barriers to achieving priorities.	<p>PP Parents often can not afford wider visits due to low income.</p> <p>PP students often lack confidence / self esteem to apply for positions of responsibility eg Student Ambassadors.</p>
Projected spending	<p>£1000 Visits</p> <p>Attendance Project - £1000</p>

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>To ensure that T&amp;L time is given to staff professional development.</p> <p><b>Covid-19: Changing priorities</b></p>	<p>Use of INSET days / T&amp;L time - supported by SLT.</p>
Targeted support	<p>Increase in SEND time to test, intervene and test PP students Reading Ages as well as SEND students.</p> <p><b>Covid-19: Changing priorities</b></p>	<p>Increase in capacity of the SEND team.</p>
Wider strategies	<p>To engage with hard to reach parents regarding attendance.</p>	<p>SLT strategic responsibility for AVP.</p>

	<b>Covid-19: Changing priorities</b>	Dedicated Attendance Officer. Increased support from RPO - Raising Attendance Project.
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## 2020-21

### Teaching priorities & targeted academic support for current academic year: 2020-21

Measure	Activity
Priority 1	Quality First Teaching development for all. Development of blended learning.
Priority 2	To ensure that PP students fill knowledge gaps due to Covid-19 through an effective recovery curriculum and interventions.
Potential barriers to achieving priorities.	Lack of technology ie laptops Lack of CPD for all staff <b>Covid-19: Changing priorities</b>
Projected spending	<ul style="list-style-type: none"> <li>● Additional Pupil Premium Coordinator £5,000</li> <li>● Visualisers - £2,000</li> <li>● Revision Guides - £2,000</li> <li>● National Tutoring Programme - £16,000</li> </ul>

### Targeted support for current academic year: 2020-21

Measure	Activity
Priority 1	To support students in 'recovering' from the Covid-19 pandemic, both academically (progress / knowledge / skills) and well being / mentally.
Priority 2	To increase reading ages of targeted PP students to allow access to key learning materials: KS3. (KS4 interventions)
Potential barriers to achieving priorities.	Lack of identification of key PP students with multiple ACE's. Lack of support / time for mental health intervention. Lack of PP Coordinator. <b>Covid-19: Changing priorities</b>
Projected spending	<ul style="list-style-type: none"> <li>● Additional Pupil Premium Coordinator £5,000</li> <li>● Pastoral Leaders x3 £22,500 (proportionate)</li> <li>● Mental Health and wellbeing support - £46,000 (proportionate)</li> <li>● Academic Assistants in English and Maths - £20,500 (proportionate)</li> <li>● Teaching Assistants - £31,200 (proportionate)</li> <li>● Variety of Resources to aid T&amp;L, assessment and knowledge - £6,400 (proportionate)</li> </ul>

**Wider strategies for current academic year: 2020-21**

Measure	Activity
Priority 1	<b>Attendance Strategy for those PA PP students to decrease NEETs.</b> <ul style="list-style-type: none"> <li>● 1:1 strengths based work on attendance.</li> <li>● Utilise the KCC Attendance Toolkit.</li> <li>● First day calling.</li> <li>● Parental Engagement activities to increase collaboration.</li> </ul>
Priority 2	<b>To increase the cultural capital of PP students lacking access to wider developmental opportunities.</b> <ul style="list-style-type: none"> <li>● Visits financial support</li> <li>● PP aspirations increased</li> <li>● Internal opportunities proportionate access to PP students eg Student Ambassadors / Anti-bullying Ambassadors.</li> <li>● RAG Wellbeing, monitoring and intervention.</li> </ul>
Potential barriers to achieving priorities.	PP Parents often can not afford wider visits due to low income. PP students often lack confidence / self esteem to apply for positions of responsibility eg Student Ambassadors. <b>Covid-19: Changing priorities</b>
Projected spending	<ul style="list-style-type: none"> <li>● Attendance Officer - £4,600 (proportionate)</li> <li>● Work Experience Coordinator - £9,000 (proportionate)</li> <li>● Visits financial support - £2500</li> <li>● Hardship fund - £1500</li> </ul>