

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	2019-22
Date this statement was published	15.12.2021
Date on which it will be reviewed	30.06.2022
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

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	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils	1 & 2

self-regulation skills in all 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	
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

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

<p>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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit - Extending School time</p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,730

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</i> ” & “ <i>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	Evaluation of Breakfast clubs in school - DfE March 2017. EEF Toolkit - Extending School time	3

pupils to ensure the best start to the day		
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

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 2020 to 2021 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 last set of performance measures DSTC achieved are 2019-20 and the next two sets of data are CAGs* and TAGs**.

Performance of Pupil Premium Students is increasing over the 3 year trend, both in P8 scores and A8 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 wanted, although improvements have been made:

P8:

Year	2018-19	2019-20	2020-21
PP/Non PP gap	-0.62	-0.62	-0.46

A8:

	2018-19	2019-20	2020-21
A8 PP / Non Gap	-5.27	-10.52	-4.93

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 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.

Attendance is affected in 2020-21 significantly by a small number of PP students that had significant issues and / or concerns. They were well supported and in the vast majority of cases, individually, improved their attendance from the previous year although it was still not at our expected level of 95%+. Overall, PP / Non PP attendance gap is closing, but was hindered by Lockdown.

Progress Measures:

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

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

Attendance Data

Year	2018-19		2019-20		2020-21	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
7	94.86	96.85	95.12	96.49	94.65	97.8
8	90.48	96.34	92.61	96.44	92.35	95.56
9	88.12	94.67	88.22	94.5	93.2	94.86
10	87.57	94.85	88.5	92.75	86.79	93.8
11	93.68	95.77	89.04	94.02	88.25	95.23
Overall %	90.94	95.70	90.70	94.84	91.05	95.45
Overall Gap %	4.76		4.14		4.4	

Externally provided programmes

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

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 student received £310. She was supported via intervention for GCSE's and counselling.
What was the impact of that spending on service pupil premium eligible pupils?	The student achieved grades 9-4 in every subject and has continued her studies in Year 12 at DSTC.