DSTC Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 academic year) funding to help improve the attainment of our disadvantaged pupils. It is part of DSTC's 3 year strategy (2021-2024).

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	882
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	**Sept 2021- Aug 2024**
Date this statement was published	15.12.2022
Date on which it will be reviewed	30.09.2023
Statement authorised by	Mrs Anne Davis - Principal
Pupil Premium lead	Mrs Deborah Ellis - Vice Principal / DSL
Governor / Trustee lead	Mr Geoff Prout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,533
Recovery premium funding allocation this academic year	£44,333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£202,866**

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.

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 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 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 Proficiency** 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	**Experience and opportunity gap (Cultural Capital)** 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	**Wellbeing & Mental Health** To support improvements in 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.	Data led demonstrable impact from Accelerated Reader / Nessie / Reading Age tests.
2a Pupils in receipt of Pupil Premium funding **achieve** in line with expectations.	Reduced gap in Progress 8 between children in receipt of the Pupil Premium and those who are not from the previous academic year.
2b To improve PP **Engagement in Learning**.	Further develop a programme of early intervention behaviour / engagement 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 / 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 – particularly in Years 10 and 11.	Reduced gap in attendance rates between children in receipt of the Pupil Premium and those who are not. Be above national averages in both attendance categories.
4 Increase **Cultural Capital** for PP students	Increase in the uptake of extra-curricular activities attended and targeted educational trips for children in receipt of the Pupil Premium. Every PP student attends at least 1 trip or visit and attends 1 club.
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 Bounce Forward (Healthy Minds) 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching & CPD	EEF Toolkit – Collaborative learning, Thinking Hard, Mastery learning and Metacognition PiXL Framework Guidance Report EFFECTIVE PROFESSIONAL DEVELOPMENT	1, 2
Support staffing CPD	EEF Toolkit - Teaching Assistant Intervention	2
Support for Newly Qualified and Early Career Teachers	EEF Toolkit – Collaborative learning, Learning Styles, Mastery learning and Metacognition EEF Toolkit - Metacognition	1, 2
Reading & Literacy strategy across subjects and Tutor Time.	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	1, 3

	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	
Feedback and marking improvements	EEF Toolkit - Feedback	2
Reducing class sizes in Core English / Maths / Science in KS3 & 4, reduce the class size in KS4 Options.	EEF Toolkit - Reducing class size	2

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

Budgeted cost: £45,260

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, 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	1, 2, 3
Small group support work for English intervention & Academic Assistant English	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.	1, 2a, 2b

	● 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.	
Small group support work in Maths via intervention groups and Maths Academic Assistant.	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
Engaging with the Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	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, 2a, 2b

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

Budgeted cost: £54,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced role of Family Liaison Officer to support the Attendance Officer: ● Nudge text system ● FLO role ● Parental Engagement ● Attendance tracker	Prior experience. DfE: Improving School Attendance, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement ● It is crucial to consider how to engage with all parents to avoid widening attainment gaps. ● Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. ● Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	3, 4, 5
Wellbeing: ● Access to School Counsellor ● Safeguarding Team ● SEND Team ● Homework clubs ● CEIAG (high expectations) ● Bounce Forward Healthy Minds programme	EEF Toolkit - Social and Emotional Learning EEF Toolkit - Bounce Forward (Healthy Minds) Student Voice feedback and Safeguarding referral analysis. How to be evidence informed whilst…	Charles Dickens Research School Students should be explicitly taught: ● How to recognise emotions in themselves and others. ● How to understand the causes and consequences of emotions. ● How to label emotions accurately. ● How to express emotions appropriately. ● How to regulate their emotions effectively	5, 3, 4

Behaviour: ● Reward system reinvigorated ● Behaviour systems	Bill Rogers *"Certainty not severity"* & *"Behaviour is everyone's responsibility"* Character Education Framework EEF Toolkit Behaviour interventions Set high expectations, plan to ensure academic achievement, structure and deliver lessons, engage students, create a strong classroom culture, set and maintain high behavioural expectations, build character and trust.	2b, 4
Revision guides for GCSE subjects where appropriate - coordinated by the Pupil Premium Coordinator.	Previous GCSE results and student voice feedback. Increased capacity.	2
Increased opportunities for PP students to attend visits etc eg Duke of Edinburgh Funding extracurricular opportunities	EEF Toolkit – Outdoor adventure learning	4
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
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	3, 4
Access to extra-curricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations. EEF Toolkit Aspirations	4
"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 - Social and Emotional Learning	2a, 2b, 3, 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.	EEF Toolkit – Summer schools EEF Toolkit - Summer Schools	4
Contingency Fund	A small fund to allow us to act swiftly on needs that have not been identified yet.	All

Total budgeted cost: £202,600

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 2022-2023 academic year.

Pupil Premium Progress and Attainment		
	Aim	**Impact**
1	**Reading Proficiency** 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]*	- Reading recovery plan has been implemented successfully - Accelerated reader has been used to identify key students for intervention/reading support - Each student in Year 7 & 8 has one hour a week reading lesson with an English teacher to promote reading and improve literacy
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]*	- Thinking Hard strategies CPD took place regularly throughout the academic year for all staff. - Lesson observations commented on the use of Thinking Hard devices. - Behaviour has continued to improve and there has been a reduction of PP students needing a repeated PSP (15%). PP suspensions are detailed below. This will be a continued focus for 2023-24.
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]*	- See data below. - Pupil Premium students attendance is below pre lockdown figures, but DSTC is in a significantly better place compared to overall national figures.
4	**Experience and opportunity gap (Cultural Capital)** To increase student cultural capital: Enabling	- PP students have been proportionally represented in the Duke of Edinburgh Scheme. Financial and equipment assistance has been given. - A personalised approach has supported over 41

	engagement with extra-curricular activities and educational trips, addressing financial barriers where needed. *[This links to our College Development Plan]*		PP students to access visits. ● 28 students have been provided with revision guides to support revision and independent learning. ● All PP students have met with or been supported by our Pupil Premium Coordinator, Mrs Stephenson. ● Students have benefited from external visiting speakers including: Refocus (Gangs & Girls, County Lines, Knife Crime), Kent Fire and Rescue, Mark Prince OBE (Kiyan Foundation), Paula Kerr (Fitter Stronger), Lara Rawlinson (PANDA - Radicalisation and Extremism).
5	**Wellbeing & Mental Health** To support improvements in increasing resilience and improving mental health and wellbeing. *[This links to our College Development Plan]*		● 60% 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. ● 98.8% of students at DSTC said they felt safe at school and this figure was 99.1% for Pupil Premium students. ● Kooth, NHS Chat, School Nurse, CAMHS, Emotional Health and Wellbeing Service, Early Help, Online Wellbeing Apps. ● 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 as a platform for parents. This has been partially successful with approximately 100 parents accessing the support. Despite significant promotion from the PP Coordinator, PP families only account for 20% of users. ● 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.

Targeted Academic Support:

We are pleased that as the overall attainment and progress of our students has continued to rise since 2019, the gap between the progress of our Pupil Premium students and non-Pupil Premium students has narrowed since 2019. In 2023 a larger proportion of our Pupil Premium students were also Low Prior Attaining students which accounts for lower numbers of students achieving a 5+ English and Maths. Despite this difference in prior attainment between the pupil premium cohort of 2019 and 2023 overall attainment for Pupil Premium students has increased, this will continue to to be a focus for us moving forward.

Headline Measure	Pupil Premium Students (2019 in brackets)	Non-Pupil Premium Students (2019 in brackets)
Progress 8	-0.22 (-0.53)	+0.09 (-0.17)
Attainment 8	37.65 (36.35)	45.63 (42.61)
4+ English and Maths	52% (42%)	74% (70%)
5+ English and Maths	30% (33%)	52% (40%)

When comparing the progress of Year 11, Pupil Premium students outperformed non Pupil Premium students in 10 subjects, particularly pleasing is the progress of Pupil Premium students in the EBACC subjects of languages and single sciences.

The subjects in red (with a gap of greater than 0.25 of a grade) will be focus subjects in 2023-24 when analysing the progress of Pupil Premium students.

Pupil Premium Outperformed Non Pupil Premium	Non Pupil Premium outperformed Pupil Premium by less than 0.25 of a grade	Non Pupil Premium outperformed Pupil Premium by more than 0.25 of a grade

Subject Progress	Non PP	PP	Difference
Spanish GCSE	0.91	4.88	3.97
French GCSE	0.41	2.47	2.06
Physics GCSE	0.05	1.71	1.66
Chemistry GCSE	0.31	1.38	1.07
Biology GCSE	0.43	1.38	0.95
Sport Cambridge National Cert	0.23	0.82	0.59
Product Design GCSE	-0.32	0.07	0.39
History GCSE	0.02	0.41	0.39
HSC Btec Tech Award	0.33	0.46	0.13
Science Trilogy GCSE	-0.52	-0.44	0.08
English Lang GCSE	-0.15	-0.26	-0.11
Maths GCSE	0.22	0.03	-0.19
Film Studies GCSE	0.86	0.66	-0.2
English Lit GCSE	-0.04	-0.27	-0.23
Computer Sci GCSE	-1.16	-1.61	-0.45
Performing Arts Dance	-0.2	-0.67	-0.47
Business GCSE	-0.76	-1.29	-0.53
Geography GCSE	-0.33	-1.07	-0.74
Media GCSE	0.01	-0.8	-0.81

Food	2.43	1.16	-1.27
Textiles GSCE	1.67	0.37	-1.3

Engagement in Learning

EiL	7		8		9		10		11	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
1	11.00%	10.20%	13.60%	16.10%	6.80%	18.00%	12.40%	18.50%	10.70%	16.20%
2	88.00%	88.70%	82.80%	81.40%	78.10%	78.90%	77.10%	74.60%	77.00%	74.60%
3	1.10%	1.10%	3.63%	2.22%	14.90%	3.10%	10.10%	6.00%	11.10%	9.00%
4	0.00%	0.00%	0.00%	0.22%	0.24%	0.07%	0.39%	0.89%	1.20%	0.20%

1	Exceptional
2	Consistently Good
3	Below Expectations
4	Cause for Concern

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 and the gap between Pupil Premium and non Pupil Premium grades 3 and 4 increases. Narrowing this gap at Year 10 and 11 will be a focus in 2023-24.

All students have benefited from smaller class sizes in English and Maths. Students report feeling more supported and challenged in their work. Smaller classes in Option subjects in Key Stage 4 have also benefited Pupil Premium students.

Personalisation sheets identify Pupil Premium students in every lesson, enabling teachers to know who their students are and promote a safe and secure learning environment underpinned by Quality First Teaching. In Maths and English progress of Pupil Premium students is promoted further by Academic Assistants who work with classes that have a higher percentage of Pupil Premium students.

All tutor groups take part in a reciprocal reading programme that develops self confidence and esteem in reading. Drop Everything and Read (DEAR) is visible in Key Stage 3 tutor time.

A comprehensive, evolving reading programme is a key priority at DSTC overseen by the Vice Principal. A new Reading Teaching and Learning Responsibility has been put in place to further enhance this important work. All Pupil Premium students benefit from weekly library lessons and online programmes, such as Accelerated Reader, to further promote reading development

Attendance:

Attendance is affected significantly by a small number of Pupil Premium students that had significant issues last academic year (2022-23). 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%+.

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	

Year	2021-22		2022-23		2023-24	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
7	90.15	94.78	90.78	94.64	93.91	95.03
8	92.79	94.71	88.65	93.19	87.67	93.38
9	87.01	92.58	88.16	93.27	85.74	91.27
10	90.1	93.57	86.89	93.26	88.84	92.86
11	87.21	95.34	87.59	93.53	81.34	90.34
Overall %	89.45	94.20	88.41	93.58	87.50	92.58
Overall Gap %	4.75		5.17		5.08	

	2023	2022
DSTC Whole-school attendance:	93.1%	93.8%
DSTC Post 16 attendance:	94.9%	94.0%
National average attendance (Secondary Schools):	**91.1%**	**91.3%**
DSTC Persistent Absentees (current):	21.8%	19%
Persistent Absentees (National Secondary Schools, Autumn and spring 2022/23)	**25.2%**	**27%**

The Attendance Team works closely with KCC and parents to support attendance. The Pupil Premium Coordinator and Attendance Officer completed home visits of all key persistent absentees to support and improve their attendance.

National PP attendance data is not available for comparison, however we are above national average overall as a secondary school.

Behaviour

Year Group	Pupil Premium		Difference in Suspension Data
	2021/22	2022/23	
7	0	0	0
8	2	0	-2
9	5	8	3
10	4	2	-2

11	2	4	2
12	0	0	0
13	0	0	0
Total	13	14	1

Suspension rates for Pupil Premium students have remained level since the previous academic year andPastoral Support Plans reintegration meetings being put in place.

A new Behaviour Improvement Programme has been launched with students that have been identified as at risk of multiple suspensions after a successful trial in 2022-23.

Total	2021/22	2022/23	Difference
Total number of suspensions	47	43	-4
Total number of days	133.5	103.5	-30
Total number of students	29	29	0

Overall, 14/43 suspensions were for Pupil Premium students (32%). Although higher than the 24% of Pupil Premium students on roll, this was a decrease from the previous year (42%). The implementation of the intensive Behaviour Improvement Programme is a key priority for 2023-24.