

Highlands College Approach to Jersey Premium



Overview

	2018/19	2019/20	2020/21	2021/22
Further Education Students	701	679		
Proportion Jersey Premium	29% (203)	26% (178)		
Jersey Premium Allocation	£0	£60,000 (TBC)		
Publish Date	N/A	February 2020		
Review Date	N/A	June 2020		
Statement authorised by	SLT	SLT		
Pupil Premium Lead	Stuart Philip	Stuart Philip		
Governor Lead	John Pinel	John Pinel		

Jersey Premium – Performance against Key Performance Indicators (Whole College)

Objective: The outcomes for Jersey Premium students should be as good as, if not better than, their peers

	2018/19 (Actual)		2019/20		2020/21		2021/22	
	JP	Peers	JP	Peers	JP	Peers	JP	Peers
Attendance	89%	90%						
Retention	93%	95%						
Pass	93%	95%						
Achievement	86%	90%						
Value Added	See individual data by qualification level on next page							
Positive Destinations	95%	96%						
English (+1 grade progression)	37%	53%						
English (D-C/3-4 progression)	59%	91%						
Maths (+1 grade progression)	0%	10%						
Maths (D-C/3-4 progression)	0%	16%						

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Jersey Premium – Performance against Key Performance Indicators (Course Level)

	2018/19 (Actual)		2019/20		2020/21		2021/22	
	JP	Peers	JP	Peers	JP	Peers	JP	Peers
Entry/Level 1	8	20						
Attendance	96%	97%						
Retention	89%	92%						
Pass	100%	100%						
Achievement	89%	92%						
Value Added	N/A	N/A						
Positive Destinations	100%	95%						
Jersey Progression Qualification	69	100						
Attendance	89%	88%						
Retention	90%	91%						
Pass	95%	93%						
Achievement	86%	85%						
Value Added	45%	39%						
Positive Destinations	92%	94%						
Level 3	126	377						
Attendance	88%	91%						
Retention	94%	96%						
Pass	91%	95%						
Achievement	87%	92%						
Value Added	0.90	0.92						
Positive Destinations	97%	97%						

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Strategic Aims 2019 – 2024 (as they relate to Jersey Premium)

Mapped to HC Strategy	Target	Current Position	Review Dates
Teaching and Learning			
1.1.1	Students' Value-Added performance consistently ranked in the top 25% nationally		April 2020 / July 2020 / ongoing
1.1.2	Students' report 95% positive destinations into sustained employment and/further study		April 2020 / July 2020 / ongoing
1.1.4	90% overall achievement rates for full-time students		April 2020 / July 2020 / ongoing
1.1.8	Ensure students who are socio-economically disadvantaged and/or differently abled to achieve as good as/better than their peers		April 2020 / July 2020 / ongoing
1.2.1/1.2.3/1.2.5	Enabling 80% of staff to be engaged in structured research activity to improve outcomes for students		April 2020 / July 2020 / ongoing
Targeted Support Activities			
1.1.5	Tutorial framework for full-time students which contributes to increased resilience, independence and positive behaviours leading to improved outcomes		April 2020 / July 2020 / ongoing
3.2	Creating focussed learning spaces, with access to support, that inspires and promotes progress		April 2020 / July 2020 / ongoing
Wider Strategies			
1.1.3	Engage 75% of full-time students in enrichment and/or volunteering activities		April 2020 / July 2020 / ongoing
1.1.7	90% student and parent satisfaction		April 2020 / July 2020 / ongoing
1.2.6	Ensuring students feel respected, recognised and rewarded for their endeavours		April 2020 / July 2020 / ongoing

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Teaching & Learning Priorities 2019/20

The existing research evidence-base promotes investing in improving teaching and learning through targeted professional development. This will guarantee that all students can expect to benefit from highly effective teaching and learning experiences. Therefore, ensuring teaching staff are supported to keep improving is a key focus towards enabling successful outcomes for all students and is rightly a top priority for Jersey Premium spending (Education Endowment Foundation, 2019).

Action	Target	Progress	Impact
Action Learning	80% of teaching staff (60% of support staff) engaged in action learning projects that lead to sustainable improvement in outcomes/experience for all students	Structured programme of CPD/support in place Staff engaged in action learning projects and half-termly action learning sets to review progress	
Approaches to Teaching and Learning that develop critical non-cognitive skills (VESPA Mindset)	Jersey Premium students demonstrate the 5 key competencies, habits, attitudes and behaviours that are recognised as contributing to education success in line with their peers	CPD for Teaching/Support staff delivered Structured programme of delivery developed for students Pilot project started, being tracked and reviewed	
Enhanced CPD leading to QTLS	Ensure highly effective teaching for all students through ongoing in-service support for teaching staff to develop their practice in accordance with national and local professional standards	Feasibility/Development Stage	
Targeted Spend			£30,000 (TBC)

Success criteria for these objectives will be measured against the achievement of the key performance indicators outlined on pages 1 & 2 as well as the strategic aims outlined on page 3.

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Targeted Academic Support Priorities 2019/20

The evidence from research shows the positive impact that targeted academic support can have, recognising the contribution of wider learning support activities as well-structured group/1-2-1 tutorials that supplement classroom/workshop-based learning. Therefore, providing these types of interventions is a key component of an effective Jersey Premium strategy (Education Endowment Foundation, 2019).

Action	Desired measurable outcomes	Progress	Impact
Increased Tutorial Support	All students will benefit from increased group and 1-2-1 tutorials that develops their capability to plan, monitor and evaluate their own learning	CPD for Teaching/Support staff delivered Structured programme of tutorials developed for students Pilot project started, being tracked and reviewed	
Century Tech (English & Maths)	Enhanced learning, tracking, and assessment of student progress to ensure that all students develop the right level of skills and achieve the necessary qualifications for success	CPD for Teaching/Support staff delivered Structured programme of delivery developed for students Pilot project started, being tracked and reviewed	
Development of Learning Centre	Provide all students with access to a modern learning space, where they can access additional learning support, to engage in directed study opportunities to support their success	Learning Space created Additional Learning Support Timetabled Pilot project started, being tracked and reviewed	
		Targeted Spend	£15,000 (TBC)

Success criteria for these objectives will be measured against the achievement of the key performance indicators outlined on pages 1 & 2 as well as the strategic aims outlined on page 3.

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Wider Strategy Priorities 2019/20

Wider strategies relate to the most significant non-academic barriers to student success. These include, but are not exclusive to, attendance, behaviour, and social and emotional health and wellbeing. Therefore, it is paramount that an effective Jersey Premium strategy provides opportunities for students to develop key characteristics, habits and attitudes that enables them to be successful both in their academic pursuits as well as their personal and future professional lives (Education Endowment Foundation, 2019)

Action	Desired measurable outcomes	Progress	Impact
Wider Enrichment/Volunteering Programme	Increased participation of students with all Jersey Premium students engaging in at least one activity each academic year	Enrichment Programme Developed and participation being monitored	
Duke of Edinburgh Award	Increased participation of students and achievement of the qualification with participation/achievement by Jersey Premium as good/better than their peers	Coordination established Department-based pilot projects started, being tracked and reviewed	
Emotional Health & Wellbeing / PSHE	Enhanced access to relevant/targeted opportunities to access support and guidance in managing challenges to emotional health as well as developing strategies to establish protective factors for improved wellbeing that will enable all students to thrive and reach their potential	Ongoing CPD for Teaching/Support staff Structured PSHE programme in line with college values (PRIDE) Pilot project started, being tracked and reviewed	
		Targeted Spend	£15,000 (TBC)

Success criteria for these objectives will be measured against the achievement of the key performance indicators outlined on pages 1 & 2 as well as the strategic aims outlined on page 3.