

Highlands College Approach to Jersey Premium



Overview

	2018/19	2019/20	2020/21	2021/22
Further Education Students	701	679	694	
Proportion Jersey Premium	29% (203)	26% (178)	27% (187)	
Jersey Premium Allocation	£0	£96,000 (TBC)	£158,000	
Publish Date	N/A	February 2020	January 2021	
Review Date	N/A	December 2020	December 2021	
Statement authorised by	SLT	SLT	SLT	
Pupil Premium Lead	Stuart Philip	Stuart Philip	Stuart Philip	
Governor Lead	John Pinel	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%	86%	88%				
Retention	93%	95%	94%	94%				
Pass	93%	95%	91%	92%				
Achievement	86%	90%	85%	85%				
Value Added	See individual data by qualification level on next page							
Positive Destinations	95%	96%	83%	83%				
English (+1 grade progression)	37%	53%	59%	77%				
English (D-C/3-4 progression)	59%	91%	68%	87%				
Maths (+1 grade progression)	0%	10%	44%	46%				
Maths (D-C/3-4 progression)	0%	16%	64%	67%				

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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	12	24				
Attendance	96%	97%	84% ^(*)	86% ^(*)				
Retention	89%	92%	92%	96%				
Pass	100%	100%	100%	100%				
Achievement	89%	92%	92%	96%				
(on/above target) Value Added	N/A	N/A	N/A	N/A				
Positive Destinations	100%	95%	100%	86%				
Jersey Progression Qualification	69	100	49	194				
Attendance	89%	88%	90% ^(*)	92% ^(*)				
Retention	90%	91%	90%	94%				
Pass	95%	93%	89%	80%				
Achievement	86%	85%	80%	76%				
(on/above target) Value Added	87%	82%	85%	90%				
Positive Destinations	92%	94%	78%	78%				
Level 3	126	377	117	449				
Attendance	88%	91%	90% ^(*)	91% ^(*)				
Retention	94%	96%	97%	92%				
Pass	91%	95%	92%	97%				
Achievement	87%	92%	90%	90%				
(on/above target) Value Added	47%	56%	45%	55%				
Positive Destinations	97%	97%	84%	84%				

^(*) Pre-lockdown figures for attendance – September 2020 – March 2021

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

Mapped to	Target	Current Position	RAG
HC Strategy	Teaching and Learning		
1.1.1	Students' Value-Added performance consistently ranked in the top 25% nationally	Level 2/3: college performance – top 40% - JP students performing just below peers	
1.1.2	Students' report 95% positive destinations into sustained employment and/further study	Whole college positive destinations have declined 10% during the pandemic however, JP positive destinations continue to be as good as peers	
1.1.4	90% overall achievement rates for full-time students	Level 1 & 3: JP achievement is as good as peers and on/above 90% Level 2: just below peers (equivalent to 1 student)	
1.1.8	Ensure students who are socio-economically disadvantaged and/or differently abled to achieve as good as/better than their peers	FT Courses: Retention/Pass/Achievement at all levels – JP students are performing as good/better than peers. English (GCSE): there is still some work to be done to close the gap Maths (GCSE): JP students performing as good as peers	
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	The pandemic negatively impacted the action learning initiative. Nevertheless, those members of staff who were able to make progress report positive impact on their practice. We are also observing an increased appetite from staff to further develop their teaching practice through post-grad study and professional formation. During lockdown, and since returning in September, staff have been putting much of their development time towards improving their online delivery of teaching and learning to ensure students continue make progress in these challenging times.	
	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	The first year of the VESPA model showed positive signs/outcomes. Students demonstrated evidence of increased resilience in their response to the pandemic and although this didn't lead to improved outcomes it did help to ensure that they weren't too negatively impacted.	
3.2	Creating focussed learning spaces, with access to support, that inspires and promotes progress	Upgrades to the LRC continue in an effort to provide students with a more accessible environment for independent study (see progress for Targeted Academic Support Priorities for further details). This is staffed by Learning Support Professionals for students to gain assistance with their studies. The pandemic prevented us from fully evaluating the impact of these upgrades nevertheless, our early adoption of Microsoft Teams as a digital learning space had a positive impact upon our capacity/capability to continue to support student with their learning through the lockdown.	

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Mapped to	Target	Current Position	RAG
HC Strategy	Wider Strategies		
1.1.3	Engage 75% of full-time students in enrichment and/or volunteering activities	<p>56% of FE cohort participated in the cross-college enrichment activities.</p> <p>74% of JP students indicated that they enjoy the enrichment programme – as good/better than peers.</p> <p>There was increased uptake of the D of E however, the pandemic prevented students from completing in full.</p> <p>In additional the volunteering activities need to be explored more fully.</p>	
1.1.7	90% student and parent satisfaction	<p>88% - overall satisfaction (2% below peers)</p> <p>Feedback during lockdown was also very positive and reflected in the sustained outcomes under challenging circumstances.</p>	
1.2.6	Ensuring students feel respected, recognised and rewarded for their endeavours	<p>The following feedback is as good/better than peers:</p> <p>91% - staff treat me with respect</p> <p>91% - I get on well with and can talk to my teacher</p> <p>92% - teachers expect me to behave well and work hard</p> <p>93% - my teachers have high expectations that I will succeed</p> <p>87% - I feel safe at college</p> <p>86% - all students are treated equally</p> <p>86% - feedback tells me what I am doing well</p> <p>There is still some work to do to ensure future responses are consistently above 90%</p>	

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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	RAG
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. Started but interrupted – staff put their time and energy towards developing confidence and skills to support learning online – with initial feedback suggesting our efforts have ensured that students continue to make progress towards their targets. This work continues throughout 2020/21.	
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 Initial feedback through the progress tracking model indicates increased levels of resilience demonstrated by JP students as good/better than peers. However, a reduction in positive habits such as organisation and application of focussed learning strategies was evident during lockdown – this is probably understandable given challenging circumstances since March 2021.	
Enhanced CPD leading to QTLS/ATS	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	Launched CPD and PRA processes being mapped to ETF Professional Standards. This has been positively received however, limited take up for QTLS/ATS due to current workload pressures responding to pandemic. Many applications deferred to next academic year.	
Targeted Spend	2019/20 – Budget: £48,000/Underspend: £13,000	2020/21 – Budget: £79,000	

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	RAG
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 Feedback below peers: 67% - tutorials help me work towards my goals	
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 Initial feedback below peers: 60% - use Century Tech to help learn English 55% - use Century Tech to help learn maths Pilot continues and the initiative came into its own during lockdown	
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 Feedback as good as peers: 72% - I can use the LRC when I need to 85% - I know about help I can get if I have learning challenge 85% - Help for students with learning challenges is good Pilot project continues, being tracked and reviewed	
Targeted Spend	2019/20 – Budget: £24,000/Underspend: £6,000	2020/21 – Budget: £39,500	

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	RAG
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 74% of JP students indicated that they enjoy the enrichment programme – as good/better than peers.	
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 There was increased uptake of the D of E however, the pandemic prevented students from completing in full. In additional the volunteering activities need to be explored more fully.	
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) Feedback below peers: 82% - College provides good support with mental health issues 79% - Know who to ask for help with wellbeing/at risk Pilot project started, being tracked and reviewed	
Targeted Spend	2019/20 – Budget: £24,000 / Underspend: £8,000	2020/21 – Budget: £39,500	

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.