

Highlands College Approach to Jersey Premium



Introduction

Jersey Premium

Jersey Premium is a targeted funding programme which aims to make sure all children get the very best from their education. The funding is paid directly to the school or college as we are best placed to assess what interventions would be appropriate to enhance the learning experience for the eligible pupils within our care.

Eligibility for Jersey Premium

There are three eligibility criteria:

1. all children who are looked after or children, who have previously been looked after
2. children from households which have recently claimed Income Support
3. children from households with 'Registered' status that would qualify them to claim Income Support if they had lived in Jersey for five years

To find out more about Jersey Premium and for all application forms and fact sheets, please follow this link:

<https://www.gov.je/Education/Schools/ChildLearning/Pages/jerseypremium.aspx>

Recently arrived children

If you think your family would qualify for Income Support if you had lived in the Island for five years, you can find out if your child is eligible for Jersey Premium by completing a short questionnaire. This is available from via the gov.je website:

<https://www.gov.je/Education/Schools/ChildLearning/Pages/jerseypremium.aspx>

The following pages provide details of the Highlands College Strategy and Annual Evaluation

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Overview

	2019/20	2020/21	2021/22	2022/23
Further Education Students	679	694	666	614
Proportion Jersey Premium	26% (178)	27% (187)	29% (194)	28% (171)
Jersey Premium Allocation	£96,000	£158,000	£161,000	£166,725 (TBC)
Publish Date	February 2020	January 2021	February 2022	February 2023
Review Date	December 2020	December 2021	December 2022	December 2023
Statement authorised by	SLT	SLT	SLT	SLT
Pupil Premium Lead	Stuart Philip	Stuart Philip	Stuart Philip	Stuart Philip
Governor Lead	John Pinel/Paul Harding	John Pinel/Paul Harding	John Pinel/Paul Harding	John Pinel/Paul Harding

Statement of Intent

- Jersey Premium students will achieve as good/better in comparison to their peers against the college's Key Performance Indicators (KPIs)
- Jersey Premium students will become better learners during their studies at Highlands College
- Jersey Premium students are monitored as part of the college's quality cycle to ensure performance levels are meeting expectations at key points within the academic year. This ensures that we can identify areas for improvement and respond appropriately to ensure continued progression and success throughout the academic year
- All staff are aware of their influence and impact on positive outcomes for Jersey Premium students

Intended Outcomes

Key Performance Indicator	Cross-college targets for all students	Jersey Premium Tolerance compared to peers/college target
Attendance	94%	+/-5%
Achievement (incl. Retention & Pass)	87% (National Benchmark)	+/-5%
Value-Added	Level 3 – (80% of students performing in the top 25% nationally) Level 2 – Merit+ grade	+/-5%
Quality of Learning Experience	90% good/better (reported by Jersey Premium students)	+/-5%
Overall Satisfaction	93%	+/-5%
Positive Destinations	90%	+/-5%

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Summary of Key Challenges for 2022/23

No.	Intended Outcomes	Continued progress during 2021/22 academic year towards meeting challenges	Success Criteria
1	Raise attendance above 90% and in line with peers	Although Jersey Premium students are AS likely to attend as their peers, their attendance is 9% below college target of 94%.	Increase to: +90%
2	Raise Level 2 Achievement to college target	Although Jersey Premium Students' Achievement at Level 2 continues to improve, and is in line with their peers, it remains below the college target. In addition, Jersey Premium students are AS likely to achieve a smaller qualification – below college target.	Increase to: +90%
3	Increase Value-Added – Level 3 to 60% on/above target and less 10% more than 1 grade below target	Although, Jersey Premium students are AS likely to achieve their target grade as their peers, this remains below the college target of 80%. Even though, Jersey Premium students are NO MORE likely to achieve more than 1 grade below their target than their peers, this remains outside the college target of less than 10%.	Increase to: +60% on/above -10% 1+ grade below
4	Increase Value-Added – Level 2	Even though, Jersey Premium students are AS likely to achieve their target grade of a Merit+ as their peers, they are LESS likely to attain Distinction* grades than their peers.	Increase to: +30% Distinction*
5	Close Value-Added Gap to less than 10% – GCSE Resits	English: Jersey Premium students are LESS likely to achieve a 4+ grade, in a single year, compared to their peers (-8%). Nevertheless, attainment remains below the college target of 60%. Maths: Jersey Premium students are AS likely to achieve a 4+ grade, in a single year, compared to their peers (+6%). Nevertheless, attainment remains below the college target of 40%.	Increase attainment by: +10% - English +10% - Maths
6	Increase Positive Destinations – Level 1 – to college target	Overall, Jersey Premium students are AS likely to progress to positive destinations (91%) as their peers (94%). Nevertheless, like their peers, this is below the college target of 90%. Furthermore, Jersey Premium student completing Level 1 qualifications are LESS likely to progress to a positive destination (77%) compared to their peers (90%).	Increase Level 1 to: +90% Destinations
7	Improve IAG satisfaction to meet college target	Jersey Premium students are AS likely to rate the quality of their learning experience as good/better along with their peers (93%). Jersey Premium student satisfaction relating to Information, Advice and Guidance continues to improve increasing 10% to 83%. Nevertheless, this remains below the college target (90%).	+90% IAG Satisfaction
8	Maintain Pass Rate of Jersey Premium students with additional barriers (incl. MH&W / ALS / MLL) in line with their peers	Jersey Premium students with additional barriers to learning are AS likely to remain on their course as their Jersey Premium peers. They are also AS likely to PASS their course. This continues to improve.	= peers

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Activity in this Academic Year 2022/23

Teaching

Budget: £83,000 (approx.)

Activity	Evidence that supports...	Challenge No.
Professional Development 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. Evidence indicates that high quality teaching is the most important lever to improve pupil attainment, including for disadvantaged pupils – (EEF, 2022)	2,3,4,5
Coaching & Mentoring	Primarily targeted towards ITT/Early Career Teachers. A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers – (EEF, 2022)	2,3,4,5
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. To improve learning in English/Maths, particularly for disadvantaged pupils, and apply effective pedagogy through identification of gaps and development overtime – (EEF, 2022)	5

Targeted Academic Support

Budget: £42,000 (approx.)

Activity	Evidence that supports...	Challenge No.
Activity & resources to meet specific needs of students with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology – (EEF, 2022)	8
1-2-1 & small group tuition	All students will benefit from increased group and 1-2-1 tutorials that develops their capability to plan, monitor and evaluate their own learning. Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons (EEF, 2022)	2,3,4,5,8
Developing critical non-cognitive skills (VESPA Mindset)	Students demonstrate the 5 key competencies, habits, attitudes, and behaviours that are recognised as contributing to education success in line with their peers	2,3,4,5,8

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Wider Strategies

Budget: £42,000 (approx.)

Activity	Evidence that supports...	Challenge No.
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life – whole class approaches as well as targeted interventions through group tutorials and Student Life – (EEF, 2022)	8
Extracurricular activities	Extracurricular activities are an important part of education in its own right – (EEF, 2022)	2,3,4,5,8
Enhanced IAG	Supporting students to transition into college successfully and then determine next steps that reflect their personal aspirations and goals	6,7
Communicating with and supporting parents	The college has committed to achieving the Leading Parent Partnership Award. Levels of parental engagement are consistently associated with improved academic outcomes – (EEF, 2022)	1,2,3,4,5,6,8

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Summary of Outcomes against KPIs – 2021/22

Key Performance Indicator	Evaluative Statement
Attendance	Jersey Premium students are AS likely to attend their course (86%) as their peers (89%). This outcome has remained consistent throughout the last 4 years – however, it is below the college target (94%). In 2021/22 there was an average decline in attendance of 3% across Level 2 (inc. JPQ) and Level 3 however, a sharp increase in attendance on Level 1 (93% , +15%)
Retention	Jersey Premium students are AS likely to remain on their course to the end (92%) as their peers (92%). This outcome has remained consistent throughout the last 4 years and in line with college targets.
Pass	Jersey Premium students are AS likely to pass their course, if they remain to the end (96%), as their peers (96%). This outcome has remained consistent throughout the last 4 years and in line with college targets.
Achievement	Jersey Premium students are AS likely to achieve on their course (88%), as their peers (89%). This outcome has remained consistent throughout the last 4 years.
Value-Added – Level 3	Jersey Premium students are AS likely to achieve their target grade (53%) as their peers (53%). This outcome has declined since 2020/21. In addition, like their peers, this remains below the college target of 80%. Jersey Premium students are NO MORE likely to achieve more than 1 grade below their target (21%) than their peers (20%). This outcome has declined since 2020/21. In addition, like their peers, this remains outside the college target of less than 10%.
Value-Added – Level 2	Jersey Premium students are AS likely to achieve their target grade of a Merit+ (88%) as their peers (89%). This outcome has remained consistent throughout the last 4 years and is above college targets. Despite Jersey Premium students being as likely to achieve a Distinction* grade (27%) as their peers (25%) they are LESS likely to attain Distinction grades than their peers (12% , -11%). Jersey Premium students are NO MORE likely to achieve a smaller qualification – Certificate (18%) than their peers (20%), Nevertheless, this is remains outside the college target of less than 10%.
Value-Added – GCSE Resits	English: Jersey Premium students are LESS likely to achieve a 4+ grade, in a single year (35%), compared to their peers (43%). In addition, this outcome has declined significantly since 2020/21 and is below the college target of 66%. Maths: Jersey Premium students are AS likely to achieve a 4+ grade, in a single year (18%), compared to their peers (12%). In addition, this outcome has declined significantly since 2020/21 and is below the college target of 40%.
Quality of Learning Experience (incl. Overall Satisfaction)	Jersey Premium students are AS likely to rate the quality of their learning experience as good/better (93%) along with their peers (91%). This outcome has continued to improve during the last 4 years and is now above college targets (90%). In addition, Jersey Premium student satisfaction relating to Information, Advice and Guidance improved by 10% (83%) and is now in line with their peers (82%). Nevertheless, this remains below the college target (90%).
Positive Destinations	Overall, Jersey Premium students are AS likely to progress to positive destinations (91%) as their peers (94%). In addition, this is in line with the college target of 90%. Nevertheless, there was a significant decline in positive destinations at Level 1 (77% , -13%) – below both their peer and college target.

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Jersey Premium – Performance against Key Performance Indicators (Attendance)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
All	Jersey Premium students...				94%
2021/22	... AS likely to attend their course	86%	-3	-3	-9
2020/21	... AS likely to attend their course	89%	-3	+3	-5
2019/20	... AS likely to attend their course	86%	-2	-3	-8
2018/19	... AS likely to attend their course	89%	-1	N/A	-5
Level 3	Jersey Premium students...				
2021/22	... AS likely to attend their course	86%	-3	-4	-8
2020/21	... AS likely to attend their course	90%	-2	=	-4
2019/20	... AS likely to attend their course	90%	-2	+2	-4
2018/19	... AS likely to attend their course	88%	-3	N/A	-5
Level 2	Jersey Premium students...				
2021/22	... AS likely to attend their course	86%	-1	-3	-8
2020/21	... AS likely to attend their course	89%	-3	-1	-5
2019/20	... AS likely to attend their course	90%	-2	+1	-4
2018/19	... AS likely to attend their course	89%	+1	N/A	-5
Level 1	Jersey Premium students...				
2021/22	... AS likely to attend their course	93%	+1	+15	-1
2020/21	... AS likely to attend their course	78%	-14	-6	-16
2019/20	... AS likely to attend their course	84%	-2	-8	-10
2018/19	... AS likely to attend their course	96%	-1	N/A	+2

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Jersey Premium – Performance against Key Performance Indicators (Retention)

Percentage of students who remain on their course during the academic year

(% of students at May census point compared to November census point)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
All	Jersey Premium students...				93%
2021/22	... AS likely to remain on their course to the end	92%	=	-1	-1
2020/21	... AS likely to remain on their course to the end	93%	-1	-1	=
2019/20	... AS likely to remain on their course to the end	94%	=	+1	+1
2018/19	... AS likely to remain on their course to the end	93%	-2	N/A	=
Level 3	Jersey Premium students...				
2021/22	... AS likely to remain on their course to the end	95%	+1	+2	+2
2020/21	... AS likely to remain on their course to the end	93%	-2	-4	=
2019/20	... MORE likely to remain on their course to the end	97%	+5	+3	+4
2018/19	... AS likely to remain on their course to the end	94%	-2	N/A	+1
Level 2	Jersey Premium students...				
2021/22	... AS likely to remain on their course to the end	88%	-2	-6	-5
2020/21	... AS likely to remain on their course to the end	94%	+4	+4	+1
2019/20	... AS likely to remain on their course to the end	90%	-4	=	-3
2018/19	... AS likely to remain on their course to the end	90%	-1	N/A	-3
Level 1	Jersey Premium students...				
2021/22	... AS likely to remain on their course to the end	87%	3	-13	-6
2020/21	... AS likely to remain on their course to the end	100%	+3	+8	+7
2019/20	... AS likely to remain on their course to the end	92%	-4	+3	-1
2018/19	... AS likely to remain on their course to the end	89%	-3	N/A	-4

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Jersey Premium – Performance against Key Performance Indicators (Pass)

Percentage of students who pass on their course at the end of the academic year

(% measured against number of students on course at May census)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
All	Jersey Premium students...				93%
2021/22	... AS likely to pass their course	96%	=	+2	+3
2020/21	... AS likely to pass their course	94%	-2	+3	+1
2019/20	... AS likely to pass their course	91%	-1	-2	-2
2018/19	... AS likely to pass their course	93%	-2	N/A	=
Level 3	Jersey Premium students...				
2021/22	... AS likely to pass their course	92%	-5	-3	-1
2020/21	... AS likely to pass their course	95%	-2	+3	+2
2019/20	... AS likely to pass their course	92%	-5	+1	-1
2018/19	... AS likely to pass their course	91%	-4	N/A	-2
Level 2	Jersey Premium students...				
2021/22	... MORE likely to pass their course	100%	+5	+7	+7
2020/21	... AS likely to pass their course	93%	-1	+4	=
2019/20	... MORE likely to pass their course	89%	+9	-6	-4
2018/19	... AS likely to pass their course	95%	+2	N/A	+2
Level 1	Jersey Premium students...				
2021/22	... MORE likely to pass their course	100%	+5	=	+7
2020/21	... MORE likely to pass their course	100%	+7	=	+7
2019/20	... AS likely to pass their course	100%	=	+1	+7
2018/19	... AS likely to pass their course	100%	=	N/A	+7

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Jersey Premium – Performance against Key Performance Indicators (Achievement)

Percentage of students who pass compared to the number of students who started the course

(% measured against number of students on course at November census point)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
All	Jersey Premium students...				87%
2021/22	... AS likely to achieve at the end of their course	88%	-1	=	+1
2020/21	... AS likely to achieve at the end of their course	88%	-3	+3	+1
2019/20	... AS likely to achieve at the end of their course	85%	=	-1	-2
2018/19	... AS likely to achieve at the end of their course	86%	-4	N/A	-1
Level 3	Jersey Premium students...				
2021/22	... AS likely to achieve at the end of their course	87%	-3	-1	=
2020/21	... AS likely to achieve at the end of their course	88%	-5	-2	+1
2019/20	... AS likely to achieve at the end of their course	90%	=	+3	+3
2018/19	... AS likely to achieve at the end of their course	87%	-5	N/A	=
Level 2	Jersey Premium students...				
2021/22	... AS likely to achieve at the end of their course	88%	+2	+1	+1
2020/21	... AS likely to achieve at the end of their course	87%	+3	+7	=
2019/20	... AS likely to achieve at the end of their course	80%	+4	-6	-7
2018/19	... AS likely to achieve at the end of their course	86%	+1	N/A	-1
Level 1	Jersey Premium students...				
2021/22	... MORE likely to achieve at the end of their course	93%	+13	-7	+6
2020/21	... MORE likely to achieve at the end of their course	100%	+10	+8	+13
2019/20	... AS likely to achieve at the end of their course	92%	-4	+3	+5
2018/19	... AS likely to achieve at the end of their course	89%	-3	N/A	+2

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Jersey Premium – Performance against Key Performance Indicators (Positive Destinations)

Percentage of students who progress to a positive destination at the end of their course

(Positive destinations include – progression to next level (FE/HE and full-time employment)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
All	Jersey Premium students...				90%
2021/22	... AS likely to progress to a positive destination at the end of their course	91%	-3	+10	+1
2020/21	... AS likely to progress to a positive destination at the end of their course	81%	-5	-2	-9
2019/20	... AS likely to progress to a positive destination at the end of their course	83%	=	-12	-7
2018/19	... AS likely to progress to a positive destination at the end of their course	95%	-1	N/A	+5
Level 3	Jersey Premium students...				
2021/22	... AS likely to progress to a positive destination at the end of their course	92%	-1	+9	+2
2020/21	... AS likely to progress to a positive destination at the end of their course	83%	-3	-1	-7
2019/20	... AS likely to progress to a positive destination at the end of their course	84%	=	-13	-6
2018/19	... AS likely to progress to a positive destination at the end of their course	97%	=	N/A	+7
Level 2	Jersey Premium students...				
2021/22	... AS likely to progress to a positive destination at the end of their course	94%	=	+23	+4
2020/21	... LESS likely to progress to a positive destination at the end of their course	71%	-10	-7	-19
2019/20	... LESS likely to progress to a positive destination at the end of their course	78%	-14	=	-12
2018/19	... AS likely to progress to a positive destination at the end of their course	92%	-2	N/A	+2
Level 1	Jersey Premium students...				
2021/22	... LESS likely to progress to a positive destination at the end of their course	77%	-13	-23	-13
2020/21	... AS likely to progress to a positive destination at the end of their course	100%	+3	=	+10
2019/20	... MORE likely to progress to a positive destination at the end of their course	100%	+14	=	+10
2018/19	... AS likely to progress to a positive destination at the end of their course	100%	+5	N/A	+10

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Jersey Premium – Performance against Key Performance Indicators (Level 3: Value-Added)

Percentage of students who achieve on/above their target grade for their Level 3 Vocational Qualification

(Students achieving their target grade indicates they are performing in the top 25% of students nationally)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
Level 3	Jersey Premium students...				80%
2021/22	... AS likely to achieve their target grade	53%	=	-9	-27
2020/21	... AS likely to achieve their target grade	62%	=	+17	-18
2019/20	... LESS likely to achieve their target grade	45%	-10	-2	-35
2018/19	... LESS likely to achieve their target grade	47%	-9	N/A	-33

Percentage of students who achieve more than 1 grade below their target grade for their Level 3 Vocational Qualification

(Students achieving more than 1 grade below their target grade indicates they are performing in the bottom 25% of students nationally)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
Level 3	Jersey Premium students...				Less than 10%
2021/22	... NO MORE likely to achieve more than 1 grade below their target grade	21%	-1	-7	+11
2020/21	... NO MORE likely to achieve more than 1 grade below their target grade	14%	-1	+20	+4
2019/20	... MORE likely to achieve more than 1 grade below target grade	34%	+8	-12	+24
2018/19	... NO MORE likely to achieve more than 1 grade below their target grade	22%	+1	N/A	+12

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Jersey Premium – Performance against Key Performance Indicators (Level 2: Value-Added)

Level 2, Value-Added – Percentage of students who achieve on/above their target grade for the Jersey Progression Qualification (JPQ)
(Target grades are set at a Merit for graded qualifications)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
Merit+	Jersey Premium students...				75%
2021/22	... AS likely to achieve a Merit+ grade	88%	-1	-5	+13
2020/21	... AS likely to achieve a Merit+ grade	93%	-2	+8	+18
2019/20	... AS likely to achieve a Merit+ grade	85%	-5	-15	+10
2018/19	... AS likely to achieve a Merit+ grade	91%	+5	N/A	+16
Distinction	Jersey Premium students...				
2021/22	... LESS likely to achieve a Distinction grade	12%	-11	-15	N/A
2020/21	... AS likely to achieve a Distinction grade	27%	+5	+5	N/A
2019/20	... AS likely to achieve a Distinction grade	22%	+1	-2	N/A
2018/19	... AS likely to achieve a Distinction grade	24%	+2	N/A	N/A
Distinction*	Jersey Premium students...				
2021/22	... AS likely to achieve a Distinction* grade	27%	+2	+5	N/A
2020/21	... LESS likely to achieve a Distinction* grade	22%	-12	+10	N/A
2019/20	... LESS likely to achieve a Distinction* grade	12%	-9	-19	N/A
2018/19	... MORE likely to achieve a Distinction* grade	31%	+7	N/A	N/A
	Jersey Premium students...				Less than 10%
2021/22	... NO MORE likely to achieve only a Certificate qualification	18%	+2	-2	+8
2020/21	... MORE likely to achieve only a Certificate qualification	20%	+11	=	+10
2019/20	... MORE likely to achieve only a Certificate qualification	20%	+12	+20	+10
2018/19	... LESS likely to achieve only a Certificate qualification	0%	-7	N/A	-10

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Jersey Premium – Performance against Key Performance Indicators (GCSE English & Maths)

GCSE English/Maths Grade Progression

(% of students who progress from D-C/3-4)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
English	Jersey Premium students...				66%
2021/22	... LESS likely to progress +1 grade	35%	-8	-32	-31
2020/21	... LESS likely to progress +1 grade	67%	-16	-1	+1
2019/20	... LESS likely to progress +1 grade	68%	-19	+9	+2
2018/19	... LESS likely to progress +1 grade	59%	-32	N/A	-7
Maths	Jersey Premium students...				40%
2021/22	... AS likely to progress +1 grade	18%	+6	-24	-22
2020/21	... LESS likely to progress +1 grade	42%	-26	+20	+2
2019/20	... LESS likely to progress +1 grade	22%	-6	+22	-18
2018/19	... LESS likely to progress +1 grade	0%	-16	N/A	-40

English and Maths Progression (Quality of Student Experience)

(% of students who agree with the statements in the QDP Survey)

English	Jersey Premium students...				90%
2021/22	... MORE likely to agree they are making good progress	86%	+14	+10	-4
2020/21	... AS likely to agree they are making good progress	76%	-3	+16	-14
2019/20	... AS likely to agree they are making good progress	60%	-8		-40
Maths					90%
2021/22	... AS likely to agree they are making good progress	77%	+3	=	-13
2020/21	... AS likely to agree they are making good progress	77%	=	+22	-23
2019/20	... AS likely to agree they are making good progress	55%	-13		-45

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Jersey Premium – Performance against Key Performance Indicators (Quality of Student Experience)

(% of students who agree with the statements in the QDP Survey)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
Learning	Jersey Premium students...				90%
2021/22	... AS likely to agree that their learning experience is good	93%	+2	+4	+3
2020/21	... AS likely to agree that their learning experience is good	89%	-3	=	-1
2019/20	... AS likely to agree that their learning experience is good	83%	=		-7
ALS	Jersey Premium students...				90%
2021/22	... AS likely to agree that their learning support is good	89%	+4	+1	-1
2020/21	... AS likely to agree that their learning support is good	88%	-3	-1	-2
2019/20	... AS likely to agree that their learning support is good	85%	+1		-5
Assessment	Jersey Premium students...				90%
2021/22	.. AS likely to agree that their assessment experience is good	91%	+3	+4	+1
2020/21	.. AS likely to agree that their assessment experience is good	87%	-1	+5	-3
2019/20	.. AS likely to agree that their assessment experience is good	82%	+2		-8
IAG					90%
2021/22	... AS likely to agree they receive good IAG to support next steps	83%	+1	+10	-7
2020/21	... LESS likely to agree they receive good IAG to support next steps	73%	-7	-1	-17
2019/20	... AS likely to agree they receive good IAG to support next steps	74%	-2		-16
Enrichment					90%
2021/22	... AS likely to agree that they enjoy the enrichment programme	88%	+4	+7	-2
2020/21	... AS likely to agree that they enjoy the enrichment programme	81%	-3	+7	-9
2019/20	... AS likely to agree that they enjoy the enrichment programme	74%	+4		-16

Highlands College Approach to Jersey Premium



Inclusion					90%
2021/22	... AS likely to agree they feel they are treated equally and fairly	92%	+2	+3	+2
2020/21	... AS likely to agree they feel they are treated equally and fairly	89%	-2	+4	-1
2019/20	... MORE likely to agree they feel they are treated equally and fairly	85%	+6		-5
Satisfaction					90%
2021/22	... AS likely to agree that they are satisfied with their experience at college	95%	+1	+7	+5
2020/21	... AS likely to agree that they are satisfied with their experience at college	88%	-4	=	-2
2019/20	... LESS likely to agree that they are satisfied with their experience at college	88%	-9		-2