

# 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

	2020/21	2021/22	2022/23	2023/24	2024/25
Further Education Students	694	666	614	659	687
Proportion Jersey Premium	27% (187)	29% (194)	28% (171)	27% (175)	25% (175)
Jersey Premium Allocation	£158,000	£161,000	£166,725	£181,125	£207,150
Publish Date	January 2021	February 2022	February 2023	March 2024	January 2025
Review Date	December 2021	December 2022	December 2023	December 2024	December 2025
Pupil Premium Lead	Stuart Philip	Stuart Philip	Stuart Philip	Stuart Philip	Stuart Philip

## 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 experience high-quality learning experiences and become better learners during their studies at Highlands College
- Jersey Premium students will be monitored, and supported, 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 gap in performance no greater than...
Attendance	90%	+/-5%
Retention / Pass / Achievement	R – 93% / P – 93% / A – 87% (National Benchmark)	+/-5%
Value-Added	Level 3 – (60% of students performing in the top 25% nationally) Level 3 – (80% of students performing in the top 40% nationally) Level 2 – (75% Merit+ grade)	+/-5%
Quality of Learning Experience	90% good/better (reported by Jersey Premium students)	+/-5%
English & Maths	GCSE Resit Progress (% of students who progress from D-C/3-4)	+/-5%
Positive Destinations	90%	+/-5%

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Summary of Key Opportunities and Challenges for 2024/25 (informed by outcomes during period 2020/24)

No.	Opportunities/Challenges	Continued progress in the last 4 years towards meeting challenges	Success Criteria
1	<b>Raise attendance above 90%</b>	Attendance of Jersey Premium students has remained in line with their peers – however, it has declined in the last 4 years by <b>2%</b> and remains below the college target of <b>90%</b> . Nevertheless, it is worth noting that average attendance for Jersey Premium students in Year 11 mainstream schools prior to attending college is <b>80%</b> - suggesting Jersey Premium students attendance improves once they start college.	Increase to: 90% (+3%)
2	<b>Raise Achievement across all levels to college target</b>	Achievement of Jersey Premium Students over the last 4 years is in line with their peers ( <b>86%</b> , <b>-3%</b> ). Nevertheless, it is below the college target of <b>87%</b> and there are pockets of low in-year achievement across the last 4 years.	Increase to: 87% (+1%)
3	<b>Improve Value-Added Performance at Level 3</b>	Although, Jersey Premium students are <b>AS</b> likely to achieve their target grade as their peers, this remains below the college target of <b>60%</b> . Even though, Jersey Premium students are <b>NO MORE</b> likely to achieve more than 1 grade below their target than their peers, this remains outside the college target of less than <b>20%</b> .	Increase to: 60% on/above (+19) 20% 1+ grade below (-3)
4	<b>Increase attainment of Distinction/Distinction* grades at Level 2</b>	Although, Jersey Premium students are <b>AS</b> likely to achieve their target grade of a Merit+ in line with their peers, they are often <b>LESS</b> likely to consistently attain Distinction/Distinction* grades compared to their peers.	Increase by: +5% Distinction +5% Distinction*
5	<b>Close Attainment Gap for GCSE English &amp; Maths Resit</b>	Jersey Premium students are more likely to start college without previously attaining a pass grade (4+) in either GCSE English or Maths. Whilst at college they are given the opportunity to resit these examinations to attain a 4+ grade before they leave college. English: Jersey Premium students are <b>LESS</b> likely to achieve a 4+ grade, in a single year, compared to their peers – with attainment below the college target of <b>+5 above national benchmark</b> . Maths: Jersey Premium students are <b>LESS</b> likely to achieve a 4+ grade, in a single year, compared to their peers – with attainment below the college target of <b>+5 above national benchmark</b> .	Increase to: 30% - English 20% - Maths
6	<b>Increase Positive Destinations across all levels in line with college targets</b>	Over the last 4 years, Jersey Premium students are <b>AS</b> likely to progress to positive destinations in line with their peers ( <b>89%</b> <b>-3%</b> ). Nevertheless, there are pockets of lower progression to positive destinations in-year across the last 4 years.	Increase to: 90%
7	<b>Maintain high levels of student satisfaction relating to key aspects of their experience at college including learning, assessment, learning support, Mental Health &amp; Wellbeing,</b>	Overall, Jersey Premium students are <b>AS</b> likely to rate their level of satisfaction with their experience of college as good/better along with their peers – increasing <b>4%</b> to <b>92%</b> over this 4-year period. Nevertheless, there are pockets of lower satisfaction with some areas of their experience over this same period.	Increase to: 90% satisfaction for all areas

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	<b>Information Advice and Guidance and enrichment</b>		
8	<b>Maintain Retention, Pass and Achievement Rates for Jersey Premium students that may face multiple potential barriers to success (incl. ALS / MLL / Gender) in line with their peers</b>	Over this period our understanding and analysis of the profile of our Jersey Premium students has become more nuanced and we have begun to take a more nuanced approach to monitoring and responding to this. Collaboration across inclusion and multilingual support has matured – this will need to continue to ensure we are able to support the continued success of all learners. Over the last 2 years Jersey Premium Learners with potentially multiple barriers to achievement were <b>AS</b> likely to <b>REMAIN, PASS</b> and <b>ACHIEVE</b> on their course as their Jersey Premium peers (ALS & MLL). There were also no gaps in Retention and Achievement between male and female Jersey Premium students.	Maintain: = peers

## Activity in this Academic Year 2024/25

High Quality Teaching & Learning

Budget: £107,525 (approx.)

Activity	Evidence that supports...	Challenge No.
<b>Supporting high quality teaching, learning and assessment opportunities to meet the needs of learners through continuous professional development.</b>	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, 2024).	2,3,4,5
<b>Supporting the continuous development of teachers through coaching &amp; mentoring</b>	Primarily targeted towards ITT/Early Career Teachers. A common form of support for teacher professional development is mentoring and/or coaching and it is provided to all teaching staff – (EEF, 2024).	2,3,4,5

## Targeted Academic Support

Budget: £53,762 (approx.)

Activity	Evidence that supports...	Challenge No.
<b>Developing English &amp; Maths skills</b>	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, 2024).	5

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<b>Targeted intervention &amp; resources to meet specific needs of students with potentially multiple barriers to success</b>	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, 2024).	8
<b>1-2-1 &amp; small group tuition</b>	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, 2024).	2,3,4,5,8
<b>Developing wider/ transferable knowledge, skills, attitudes, and behaviours</b>	Students demonstrate the knowledge, skills, attitudes, and behaviours that are recognised as contributing to educational success, citizenship and success in life and future careers/next steps in line with their peers including Personal Development and Next Steps, Health and Wellbeing, Digital Skills, Sustainability and Global Citizenship, as well as Study Skills.	2,3,4,5,8

## Wider Strategies

Budget: £53,762 (approx.)

Activity	Evidence that supports...	Challenge No.
<b>Supporting pupils' social, emotional and behavioural needs through Student Life</b>	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, 2024)	8
<b>Supporting Attendance and continuous progress towards success through an Attendance and Performance Coach</b>	With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all students – (EEF, 2024)	1,2,3,4,5,6,7,8
<b>Extracurricular through Enrichment activities</b>	Extracurricular activities are an important part of education in its own right – (EEF, 2024)	2,3,4,5,8
<b>Enhanced IAG</b>	Supporting students to transition into college successfully and then determine next steps that reflect their personal aspirations and goals	6,7
<b>Communicating with and supporting parents</b>	The college has committed to achieving the Leading Parent Partnership Award. Levels of parental engagement are consistently associated with improved academic outcomes – (EEF, 2024)	1,2,3,4,5,6,8

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## Summary of Outcomes against KPIs for 2023/24

Key Performance Indicator	Evaluative Statement for outcomes relating to Academic Year 2023/24
<b>Attendance</b>	At a college level, Jersey Premium students are <b>AS</b> likely to attend their course ( <b>87%</b> ) as their peers ( <b>88%</b> ). This outcome has remained consistent with the previous year – however, it is below the college target ( <b>90%</b> ). In 2023/24 there was an average increase in attendance of <b>1%</b> across Level 3 however, a sharp decline in attendance on Level 1 from <b>85%</b> to <b>77%</b> ( <b>9%</b> below their peers).
<b>Retention</b>	At a college level, Jersey Premium students are <b>AS</b> likely to <b>REMAIN</b> on their course to the end ( <b>90%</b> ) compared to their peers ( <b>93%</b> ). This is consistent at Level 2 and Level 3. However, retention declined sharply at Level 1 – accounting for overall <b>5%</b> decline, at a college level, compared to 2022/23.
<b>Pass</b>	At a college level, Jersey Premium students are <b>AS</b> likely to <b>PASS</b> their course, if they remain to the end ( <b>93%</b> ), as their peers ( <b>96%</b> ). This outcome is consistent with 2022/23 and for Level 2 and Level 3. However, despite the <b>PASS</b> rate for Level 1 being <b>91%</b> this represents a decline of <b>9%</b> compared to 2022/23 and is below their peers.
<b>Achievement</b>	At a college level, achievement for Jersey Premium students declined by <b>4%</b> to <b>84%</b> ( <b>-6</b> compared to their peers). This was the first time in 4 years. At Level 3 Jersey Premium students were <b>AS</b> likely to achieve as their peers however, there was a gap in achievement at Level 2 and Level 1.
<b>Value-Added – Level 3</b>	Jersey Premium students were <b>AS</b> likely to attain their stretch target grade ( <b>41%</b> ) as their peers ( <b>44%</b> ). This remained consistent with 2022/23. However, it remains below the college target of <b>60%</b> . Jersey Premium students were <b>NO MORE</b> likely to attain more than 1 grade below their stretch target than their peers ( <b>23% +1</b> ). However, this remains outside of the college target of less than <b>20%</b> .
<b>Value-Added – Level 2</b>	Jersey Premium students were <b>AS</b> likely to achieve their target grade of a Merit+ ( <b>88%</b> ) compared to their peers ( <b>+2</b> ). Although this indicates a decline of 6% in comparison to 2022/23 the attainment of Jersey Premium students has remained consistent with their peers for the last 4 years. In 2022/23, Jersey Premium students were AS likely to achieve a Distinction/Distinction* grade as their peers ( <b>47% - 4</b> ). With a <b>6%</b> increase in the number of Jersey Premium students achieving a Distinction* grade. In addition, Jersey Premium students are <b>NO MORE</b> likely to achieve a smaller qualification – Certificate ( <b>9%</b> ) than their peers. This is within the college target of less than <b>10%</b> .
<b>Value-Added – GCSE Resits</b>	English: Jersey Premium students are <b>LESS</b> likely to achieve a 4+ grade, in a single year ( <b>11%</b> ), compared to their peers ( <b>24%</b> ). In addition, this outcome has declined since 2022/23 ( <b>-17%</b> ) and is below the college target of <b>30%</b> . Maths: Jersey Premium students are <b>LESS</b> likely to achieve a 4+ grade, in a single year ( <b>11%</b> ), compared to their peers ( <b>18%</b> ). Although the gap has widened, attainment has increased by <b>4%</b> compared to 2022/23. Nevertheless, this remains below the college target of <b>20%</b> .
<b>Positive Destinations</b>	At a college level, Jersey Premium students are <b>AS</b> likely to progress to positive destinations as their peers ( <b>91% -3</b> ). In addition, this is in line with the college target of <b>90% (+1)</b> . Positive destinations for Level 2 and Level 3 remained consistent ( <b>93%</b> and <b>90%</b> ) however, Level 1 saw a significant decline compared to 2022/23.
<b>Quality of Learning Experience (incl. Overall Satisfaction)</b>	Jersey Premium students are <b>AS</b> likely to rate the quality of their learning experience as good/better ( <b>91%</b> ) along with their peers ( <b>92%</b> ). Furthermore, satisfaction with Additional Learning Support, Information Advice and Guidance, Enrichment and Mental Health &

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	Wellbeing issues are also in line with their peers (-3%). Nevertheless, these aspects have seen a small decline in comparison to 2022/23 and remain below the college target of 90%.
<b>Retention, Pass and Achievement Rates for Jersey Premium students that may face multiple potential barriers to success (incl. MH&amp;W / ALS / MLL / Gender) in line with their peers</b>	<p>Jersey Premium Students with additional learning needs are <b>AS</b> likely to remain on their course in comparison to their peers (90% -3) and <b>AS</b> likely to pass (93% -3) however, overall achievement is -6% below their peers.</p> <p>Jersey Premium Students who are Multilingual are <b>AS</b> likely to remain on their course as their peers and <b>MORE</b> likely to pass and achieve (98% +7 and 89% +8 respectively).</p> <p>There is no gap in retention for male and female Jersey Premium Students. However, female Jersey Premium Students are more likely to achieve than their Male Jersey Premium peers (87% +7).</p>

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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)
<b>All</b>	<b>Jersey Premium students...</b>				<b>90%</b>
<b>2023/24</b>	... AS likely to attend their course	87%	-1	=	-3
<b>2022/23</b>	... AS likely to attend their course	87%	-1	+1	-3
<b>2021/22</b>	... AS likely to attend their course	86%	-3	-3	-4
<b>2020/21</b>	... AS likely to attend their course	89%	-3	+3	-1
<b>Level 3</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... AS likely to attend their course	88%	=	+1	-2
<b>2022/23</b>	... AS likely to attend their course	87%	-1	+1	-3
<b>2021/22</b>	... AS likely to attend their course	86%	-3	-4	-4
<b>2020/21</b>	... AS likely to attend their course	90%	-2	=	=
<b>Level 2</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... AS likely to attend their course	87%	-2	=	-3
<b>2022/23</b>	... AS likely to attend their course	87%	-1	+1	-3
<b>2021/22</b>	... AS likely to attend their course	86%	-1	-3	-4
<b>2020/21</b>	... AS likely to attend their course	89%	-3	-1	-1
<b>Level 1</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... LESS likely to attend their course	77%	-9	-8	-13
<b>2022/23</b>	... AS likely to attend their course	85%	-5	-8	-5
<b>2021/22</b>	... AS likely to attend their course	93%	+1	+15	-1
<b>2020/21</b>	... LESS likely to attend their course	78%	-14	-6	-12



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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)
<b>All</b>	<b>Jersey Premium students...</b>				<b>93%</b>
<b>2023/24</b>	... AS likely to remain on their course to the end	90%	-3	-5	-3
<b>2022/23</b>	... AS likely to remain on their course to the end	95%	=	+3	+2
<b>2021/22</b>	... AS likely to remain on their course to the end	92%	=	-1	-1
<b>2020/21</b>	... AS likely to remain on their course to the end	93%	-1	-1	=
<b>Level 3</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... AS likely to remain on their course to the end	93%	-2	=	=
<b>2022/23</b>	... AS likely to remain on their course to the end	93%	=	-2	=
<b>2021/22</b>	... AS likely to remain on their course to the end	95%	+1	+2	+2
<b>2020/21</b>	... AS likely to remain on their course to the end	93%	-2	-4	=
<b>Level 2</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... AS likely to remain on their course to the end	91%	-2	-7	-2
<b>2022/23</b>	... AS likely to remain on their course to the end	98%	+2	+10	+5
<b>2021/22</b>	... AS likely to remain on their course to the end	88%	-2	-6	-5
<b>2020/21</b>	... AS likely to remain on their course to the end	94%	+4	+4	+1
<b>Level 1</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... LESS likely to remain on their course to the end	69%	-15%	31%	-24
<b>2022/23</b>	... AS likely to remain on their course to the end	100%	=	+13	+7
<b>2021/22</b>	... AS likely to remain on their course to the end	87%	3	-13	-6
<b>2020/21</b>	... AS likely to remain on their course to the end	100%	+3	+8	+7

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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)
<b>All</b>	<b>Jersey Premium students...</b>				<b>93%</b>
<b>2023/24</b>	... <b>AS</b> likely to pass their course	93%	-3	=	=
<b>2022/23</b>	... <b>AS</b> likely to pass their course	93%	-2	-3%	=
<b>2021/22</b>	... <b>AS</b> likely to pass their course	96%	=	+2	+3
<b>2020/21</b>	... <b>AS</b> likely to pass their course	94%	-2	+3	+1
<b>Level 3</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>AS</b> likely to pass their course	90%	-4	-2	-3
<b>2022/23</b>	... <b>AS</b> likely to pass their course	92%	-2	=	-1
<b>2021/22</b>	... <b>AS</b> likely to pass their course	92%	-5	-3	-1
<b>2020/21</b>	... <b>AS</b> likely to pass their course	95%	-2	+3	+2
<b>Level 2</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>AS</b> likely to pass their course	96%	-4	+5	+3
<b>2022/23</b>	... <b>AS</b> likely to pass their course	91%	-5	-9	-2
<b>2021/22</b>	... <b>AS</b> likely to pass their course	100%	+5	+7	+7
<b>2020/21</b>	... <b>AS</b> likely to pass their course	93%	-1	+4	=
<b>Level 1</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>LESS</b> likely to pass their course	91%	-9	-9	-2
<b>2022/23</b>	... <b>MORE</b> likely to pass their course	100%	+8	=	+7
<b>2021/22</b>	... <b>MORE</b> likely to pass their course	100%	+5	=	+7
<b>2020/21</b>	... <b>MORE</b> likely to pass their course	100%	+7	=	+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)
<b>All</b>	<b>Jersey Premium students...</b>				87%
<b>2023/24</b>	... <b>LESS</b> likely to achieve at the end of their course	84%	-6	-4	-3
<b>2022/23</b>	... <b>AS</b> likely to achieve at the end of their course	88%	-1	=	+1
<b>2021/22</b>	... <b>AS</b> likely to achieve at the end of their course	88%	-1	=	+1
<b>2020/21</b>	... <b>AS</b> likely to achieve at the end of their course	88%	-3	+3	+1
<b>Level 3</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>AS</b> likely to achieve at the end of their course	84%	-5	-2	-3
<b>2022/23</b>	... <b>AS</b> likely to achieve at the end of their course	86%	-2	-1	-1
<b>2021/22</b>	... <b>AS</b> likely to achieve at the end of their course	87%	-3	-1	=
<b>2020/21</b>	... <b>AS</b> likely to achieve at the end of their course	88%	-5	-2	+1
<b>Level 2</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>LESS</b> likely to achieve at the end of their course	87%	-6	-2	=
<b>2022/23</b>	... <b>AS</b> likely to achieve at the end of their course	89%	-3	+1	+2
<b>2021/22</b>	... <b>AS</b> likely to achieve at the end of their course	88%	+2	+1	+1
<b>2020/21</b>	... <b>AS</b> likely to achieve at the end of their course	87%	+3	+7	=
<b>Level 1</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>LESS</b> likely to achieve at the end of their course	63%	-21	-37	-24
<b>2022/23</b>	... <b>MORE</b> likely to achieve at the end of their course	100%	+8	+7	+13
<b>2021/22</b>	... <b>MORE</b> likely to achieve at the end of their course	93%	+13	-7	+6
<b>2020/21</b>	... <b>MORE</b> likely to achieve at the end of their course	100%	+10	+8	+13

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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)
<b>All</b>	<b>Jersey Premium students...</b>				90%
<b>2023/24</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	91%	-3	-1	+1
<b>2022/23</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	92%	-3	+1	+2
<b>2021/22</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	91%	-3	+10	+1
<b>2020/21</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	81%	-5	-2	-9
<b>Level 3</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	93%	-2	+1	+3
<b>2022/23</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	92%	-2	=	+2
<b>2021/22</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	92%	-1	+9	+2
<b>2020/21</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	83%	-3	-1	-7
<b>Level 2</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	90%	-4	-1	=
<b>2022/23</b>	... <b>LESS</b> likely to progress to a positive destination at the end of their course	91%	-6	-3	+1
<b>2021/22</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	94%	=	+23	+4
<b>2020/21</b>	... <b>LESS</b> likely to progress to a positive destination at the end of their course	71%	-10	-7	-19
<b>Level 1</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>LESS</b> likely to progress to a positive destination at the end of their course	73%	-17	-27	-27
<b>2022/23</b>	... <b>MORE</b> likely to progress to a positive destination at the end of their course	100%	+13	+23	+10
<b>2021/22</b>	... <b>LESS</b> likely to progress to a positive destination at the end of their course	77%	-13	-23	-13
<b>2020/21</b>	... <b>AS</b> likely to progress to a positive destination at the end of their course	100%	+3	=	+10

# Highlands College Approach to Jersey Premium



## 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)
<b>Level 3</b>	<b>Jersey Premium students...</b>				60%
<b>2023/24</b>	... <b>AS</b> likely to achieve their target grade	41%	-3	-1	-19
<b>2022/23</b>	... <b>AS</b> likely to achieve their target grade	42%	-1	-12	-18
<b>2021/22</b>	... <b>MORE</b> likely to achieve their target grade	52%	+6	-6	-8
<b>2020/21</b>	... <b>AS</b> likely to achieve their target grade	58%	1	+13	-2

Percentage of students who achieve their minimum expected grade for their Level 3 Vocational Qualification

(Students achieving their minimum expected target grade indicates they are performing in the top 40% of students nationally)

Context	Evaluative Statements (in comparison with peers)	Percentage	Comparison (Peers)	Comparison (Previous Year)	Comparison (college target)
<b>Level 3</b>	<b>Jersey Premium students...</b>				80%
<b>2023/24</b>	... <b>AS</b> likely to achieve their minimum expected grade	77%	-1	-2	-3
<b>2022/23</b>	... <b>AS</b> likely to achieve their minimum expected grade	79%	+1	+2	-1
<b>2021/22</b>	... <b>MORE</b> likely to achieve their minimum expected grade	77%	+6	-4	-3
<b>2020/21</b>	... <b>MORE</b> likely to achieve their minimum expected grade	81%	+6	+15	+1

# Highlands College Approach to Jersey Premium



## 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)
<b>Merit+</b>	<b>Jersey Premium students...</b>				75%
<b>2023/24</b>	... <b>AS</b> likely to achieve a Merit+ grade	88%	+2	-6	+13
<b>2022/23</b>	... <b>AS</b> likely to achieve a Merit+ grade	94%	+1	+6	+19
<b>2021/22</b>	... <b>AS</b> likely to achieve a Merit+ grade	88%	-1	-5	+13
<b>2020/21</b>	... <b>AS</b> likely to achieve a Merit+ grade	93%	-2	+8	+18
<b>Distinction</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>MORE</b> likely to achieve a Distinction grade	15%	+6	-11	N/A
<b>2022/23</b>	... <b>MORE</b> likely to achieve a Distinction grade	26%	+7	+12	N/A
<b>2021/22</b>	... <b>LESS</b> likely to achieve a Distinction grade	12%	-11	-15	N/A
<b>2020/21</b>	... <b>AS</b> likely to achieve a Distinction grade	27%	+5	+5	N/A
<b>Distinction*</b>	<b>Jersey Premium students...</b>				
<b>2023/24</b>	... <b>LESS</b> likely to achieve a Distinction* grade	32%	-10	+6	N/A
<b>2022/23</b>	... <b>LESS</b> likely to achieve a Distinction* grade	26%	-23	-1	N/A
<b>2021/22</b>	... <b>AS</b> likely to achieve a Distinction* grade	27%	+2	+5	N/A
<b>2020/21</b>	... <b>LESS</b> likely to achieve a Distinction* grade	22%	-12	+10	N/A
	<b>Jersey Premium students...</b>				Less than 10%
<b>2023/24</b>	... <b>NO MORE</b> likely to achieve only a Certificate qualification	9%	=	-7	-1
<b>2022/23</b>	... <b>MORE</b> likely to achieve only a Certificate qualification	16%	+6	-2	+6
<b>2021/22</b>	... <b>NO MORE</b> likely to achieve only a Certificate qualification	18%	+2	-2	+8
<b>2020/21</b>	... <b>MORE</b> likely to achieve only a Certificate qualification	20%	+11	=	+10

# Highlands College Approach to Jersey Premium



## 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)
<b>English</b>	<b>Jersey Premium students...</b>				30%
<b>2023/24</b>	... <b>LESS</b> likely to progress +1 grade	11%	-15	-17	-19
<b>2022/23</b>	... <b>LESS</b> likely to progress +1 grade	28%	-12	-7	-2
<b>2021/22</b>	... <b>LESS</b> likely to progress +1 grade	35%	-8	-32	+5
<b>Maths</b>	<b>Jersey Premium students...</b>				20%
<b>2023/24</b>	... <b>LESS</b> likely to progress +1 grade	11%	-7	+4	-9
<b>2022/23</b>	... <b>AS</b> likely to progress +1 grade	7%	-2	-11	-13
<b>2021/22</b>	... <b>AS</b> likely to progress +1 grade	18%	+6	-24	-2

## English and Maths Progression (Quality of Student Experience)

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

<b>English</b>	<b>Jersey Premium students...</b>				90%
<b>2023/24</b>	... <b>AS</b> likely to agree they are making good progress	78%	-4	-6	-12
<b>2022/23</b>	... <b>AS</b> likely to agree they are making good progress	84%	+2	-2	-6
<b>2021/22</b>	... <b>MORE</b> likely to agree they are making good progress	86%	+14	+10	-4
<b>Maths</b>					90%
<b>2023/24</b>	... <b>AS</b> likely to agree they are making good progress	70%	-1	-1	-20
<b>2022/23</b>	... <b>AS</b> likely to agree they are making good progress	71%	-4	-6	-19
<b>2021/22</b>	... <b>AS</b> likely to agree they are making good progress	77%	+3	=	-13

# Highlands College Approach to Jersey Premium



## 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)
<b>Learning</b>	<b>Jersey Premium students...</b>				90%
<b>2023/24</b>	... AS likely to agree that their learning experience is good	91%	-1	-1	+1
<b>2022/23</b>	... AS likely to agree that their learning experience is good	92%	-1	-1	+2
<b>2021/22</b>	... AS likely to agree that their learning experience is good	93%	+2	+4	+3
<b>2020/21</b>	... AS likely to agree that their learning experience is good	89%	-3	=	-1
<b>ALS</b>	<b>Jersey Premium students...</b>				90%
<b>2023/24</b>	... AS likely to agree that their learning support is good	83%	-3	-4	-7
<b>2022/23</b>	... AS likely to agree that their learning support is good	87%	-1	-2	-3
<b>2021/22</b>	... AS likely to agree that their learning support is good	89%	+4	+1	-1
<b>2020/21</b>	... AS likely to agree that their learning support is good	88%	-3	-1	-2
<b>Assessment</b>	<b>Jersey Premium students...</b>				90%
<b>2023/24</b>	... AS likely to agree that their assessment experience is good	89%	=	-1	-1
<b>2022/23</b>	... AS likely to agree that their assessment experience is good	90%	-1	-1	=
<b>2021/22</b>	... AS likely to agree that their assessment experience is good	91%	+3	+4	+1
<b>2020/21</b>	... AS likely to agree that their assessment experience is good	87%	-1	+5	-3
<b>IAG</b>					90%
<b>2023/24</b>	... AS likely to agree they receive good IAG to support next steps	80%	-3	-7	-10
<b>2022/23</b>	... AS likely to agree they receive good IAG to support next steps	87%	+1	+4	-3
<b>2021/22</b>	... AS likely to agree they receive good IAG to support next steps	83%	+1	+10	-7
<b>2020/21</b>	... LESS likely to agree they receive good IAG to support next steps	73%	-7	-1	-17
<b>Enrichment</b>					90%
<b>2023/24</b>	... AS likely to agree that they enjoy the enrichment programme	83%	-2	-4	-7
<b>2022/23</b>	... AS likely to agree that they enjoy the enrichment programme	87%	-3	-1	-3
<b>2021/22</b>	... AS likely to agree that they enjoy the enrichment programme	88%	+4	+7	-2
<b>2020/21</b>	... AS likely to agree that they enjoy the enrichment programme	81%	-3	+7	-9



# Highlands College Approach to Jersey Premium



Satisfaction					90%
<b>2023/24</b>	... AS likely to agree that they are satisfied with their experience at college	92%	-1	-3	+2
<b>2022/23</b>	... AS likely to agree that they are satisfied with their experience at college	95%	+1	=	+5
<b>2021/22</b>	... AS likely to agree that they are satisfied with their experience at college	95%	+1	+7	+5
<b>2020/21</b>	... AS likely to agree that they are satisfied with their experience at college	88%	-4	=	-2