

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

	2021/22	2022/23	2023/24	2024/25	2025/26
Further Education Students	666	614	659	687	776
Proportion Jersey Premium	29% (194)	28% (171)	27% (175)	25% (175)	27% (207)
Jersey Premium Allocation	£161,000	£166,725	£181,125	£207,150	£271,000
Publish Date	February 2022	February 2023	March 2024	January 2025	January 2026
Review Date	December 2022	December 2023	December 2024	December 2025	December 2026
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 achieve their stretch target grade) Level 3 – (80% of students achieve their minimum target grade) 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 2025/26 (informed by outcomes during period 2021/25)

No.	Opportunities/Challenges	Continued progress in the last 5 years towards meeting challenges	Success Criteria
1	Raise attendance above 90%	Attendance of Jersey Premium students has remained in line with their peers and over the last 4 years has risen by 2%. However, it remains below the college target of 90%.	Increase to: 90% (+2%)
2	Raise Achievement across all levels to college target	Achievement of Jersey Premium Students over the last 4 years is in line with their peers (87%, -2%). It is also in line with the college target of 87%. Nevertheless, across the last 5 years there are pockets of lower achievement on Vocational Programmes (ranging between 57% and 90% with an average of 79%, -4%) and inconsistent achievement at Level 1 (ranging between 71% and 100% - with an average of 82%, =)	87% Achievement for Vocational and Level 1 Programmes
3	Improve Value-Added Performance at Level 3	Although, Jersey Premium students are AS likely to achieve their target grade as their peers, this remains below the college target of 60%. 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 20%.	Increase to: 60% on/above (+19) 20% 1+ grade below (-18)
4	Increase achievement of full Diploma on the Jersey Progression Qualification	Jersey Premium students are MORE likely to achieve their target grade of a Merit+ in line with their peers, they are often MORE likely to attain Distinction/Distinction* grades compared to their peers. Nevertheless, they are often MORE likely to drop down from a full Diploma qualification to the Certificate qualification (21%, +11%)	Increase achievement of JPQ Diploma by: 10%
5	Close Attainment Gap for GCSE English & Maths Resit	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 LESS likely to achieve a 4+ grade, in a single year, compared to their peers – with attainment below the college target of +5 above national benchmark. Maths: Jersey Premium students are LESS likely to achieve a 4+ grade, in a single year, compared to their peers – with attainment below the college target of +5 above national benchmark.	Maintain: 30% - English Increase to: 20% - Maths
6	Increase Positive Destinations across all levels in line with college targets	Over the last 4 years, Jersey Premium students are AS likely to progress to positive destinations in line with their peers (89% -3%). Nevertheless, there are pockets of lower progression to positive destinations in-year across the last 5 years.	Increase to: 90%

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No.	Opportunities/Challenges	Continued progress in the last 5 years towards meeting challenges	Success Criteria
7	Maintain high levels of student satisfaction relating to key aspects of their experience at college including learning, assessment, learning support, Mental Health & Wellbeing, Information Advice and Guidance and enrichment	Overall, Jersey Premium students are AS likely to rate their level of satisfaction with their experience of college as good/better along with their peers – remaining above 90% 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
8	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	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 connected 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 3 years Jersey Premium Learners with potentially multiple barriers to achievement were AS likely to REMAIN, PASS and ACHIEVE 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 2025/26

High Quality Teaching & Learning

Budget: £115,500 (approx.)

Activity	Evidence that supports...	Challenge No.
Supporting high quality teaching, learning and assessment opportunities to meet the needs of learners through continuous professional development.	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). Focus is on being Inclusive-By Design – applying the 5-a-day principles and Oracy.	2,3,4,5
Supporting the continuous development of teachers through coaching & mentoring	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). All teaching staff are allocated a coach to support continued professional development with a focus on developing practice across the college's key TLA priorities.	2,3,4,5

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Targeted Academic Support

Budget: £77,750 (approx.)

Activity	Evidence that supports...	Challenge No.
Developing English & Maths skills	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). Implementation of a more Inclusive Curriculum in both English and Maths to provide learners with stepping stone progression opportunities that develops key skills overtime.	5
Targeted intervention & resources to meet specific needs of students with potentially multiple barriers to success	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). Use of more effective diagnostic assessment and robust ongoing checks for learning to identify opportunities for interventions. This includes the implementation of adaptive technologies for learners and innovative AI solutions to reduce teacher workload (particularly in relation to assessment and marking) so teachers can focus on feedback and planning. Appointment of dedicated English and Maths Practitioners to support targeted English & Maths interventions as part of ensuring a more inclusive curriculum offer that focusses on progress and not just outcomes.	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, 2024). This includes targeted interventions in partnership with Curriculum Leads, Personal Tutors, Learning Support and Student Life to identify	2,3,4,5,8
Developing wider/ transferable knowledge, skills, attitudes, and behaviours	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

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Wider Strategies

Budget: £77,750 (approx.)

Activity	Evidence that supports...	Challenge No.
Supporting pupils' social, emotional and behavioural needs through Student Life	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) Ensuring sufficient staffing to engage with learners with potential MH&W barriers to learning. Ensure appropriate interventions are in place and collaboration with curriculum leads to ensure strategies are consistent in learning contexts.	8
Supporting Attendance and continuous progress towards success through an Attendance and Performance Coach	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) Attendance and Performance Coach operating as part of the Progression Board intervention triage process alongside Learning Support, Student Life and IAG.	1,2,3,4,5,6,7,8
Extracurricular through Enrichment activities	Extracurricular activities are an important part of education in its own right – (EEF, 2024) Financial support to ensure access to on and off-island opportunities. Including, building social capital and extending educational opportunities – broadening horizons.	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, 2024)	1,2,3,4,5,6,8

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Summary of Outcomes against KPIs for 2024/25

Key Performance Indicator	Evaluative Statement for outcomes relating to Academic Year 2023/24
Attendance	At a college level, Jersey Premium students are AS likely to attend their course (88%) as their peers (91%). This outcome has remained consistent with the previous year – however, it is below the college target (90%). In 2024/25 there was an average increase in attendance of 1% across the college – with Level 1 seeing a sharp increase of +7% from 77% to 84% . Attendance on Level 3 courses also increased by 2% .
Retention	At a college level, Jersey Premium students are AS likely to REMAIN on their course to the end (95%) compared to their peers (94%). This is an increase of +5% in comparison to 2023/24. This is consistent for Level 2 and Level 3 both +2% compared to previous year. In addition, there was a significant increase in retention at Level 1 +31% compared to 2023/24.
Pass	At a college level, Jersey Premium students are AS likely to PASS their course, if they remain to the end (96%), as their peers (97%). This outcome has increased +3% compared to 2023/24. Both Level 1 and Level 3 saw significant increases +8% and +9% respectively compared to 2023/24. However, there was a -4% drop at level 2 in line with their peers.
Achievement	At a college level, achievement for Jersey Premium students increased by +7% to 91% (-1 compared to their peers). At Level 3 and Level 1 Jersey Premium students were AS likely to achieve as their peers however, there remains a gap in achievement at Level 2.
Value-Added – Level 3	Jersey Premium students were AS likely to attain their stretch target grade (41%) as their peers (44%). This remained consistent with 2023/24. However, it remains below the college target of 60% . Jersey Premium students were NO MORE likely to attain more than 1 grade below their stretch target than their peers (38% =). However, this remains outside of the college target of less than 20% .
Value-Added – Level 2	Jersey Premium students were MORE likely to achieve their target grade of a Merit+ (91%) compared to their peers (+7). This indicates a increase of +3% in comparison to 2023/24. In 2024/25, Jersey Premium students were MORE likely to achieve a Distinction/Distinction* grade as their peers 26% (+8%) and 30% (+10%) respectively. With a 6% increase in the number of Jersey Premium students achieving a Distinction* grade. However, Jersey Premium students were MORE likely to achieve a smaller qualification compared to their peers +11% compared to 2023/24 and +12% compared to their peers.

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Key Performance Indicator	Evaluative Statement for outcomes relating to Academic Year 2023/24
Value-Added – GCSE Resits	English: Jersey Premium students are LESS likely to achieve a 4+ grade, in a single year (30%), compared to their peers (40%). Nevertheless, this outcome has increased by 19% in comparison to 2023/24. Maths: Jersey Premium students are LESS likely to achieve a 4+ grade, in a single year (12%), compared to their peers (20%). This remains below the college target of 20%. Despite these gaps, the percentage of Jersey Premium Students reporting positively on their quality of experience in relation to English and Maths increased significantly in 2024/25 compared to the previous year with 90% (+12%) agreeing they are making good progress in English and 81% (+11%) reporting they are making good progress in Maths.
Positive Destinations	At a college level, Jersey Premium students are AS likely to progress to positive destinations as their peers (92% =). In addition, this is in line with the college target of 90% (+2) . Positive destinations for Level 2 and Level 3 increased by +4% and +2% respectively to 95% and 94% however, Level 1 saw a further decline compared to 2023/24 by -8% to 65%
Quality of Learning Experience (incl. Overall Satisfaction)	Jersey Premium students are AS likely to rate the quality of their learning experience as good/better (92%) along with their peers (92%). Furthermore, satisfaction with Additional Learning Support, Information Advice and Guidance, Enrichment and Mental Health & Wellbeing issues are also in line with their peers and have increased in comparison to 2023/24 (between +5% , +6% and +7%)
Retention, Pass and Achievement Rates for Jersey Premium students that may face multiple potential barriers to success (incl. MH&W / ALS / MLL / Gender) in line with their peers	Jersey Premium Students with additional learning needs are AS likely to remain on their course in comparison to their peers (94% -2) and MORE likely to pass (100% +6%) with, overall achievement is 94% +4% compared to their peers. Jersey Premium Students who are Multilingual are AS likely to remain on their course as their peers. However, LESS likely to pass and achieve (90% -8% and 87% -6% respectively). Nevertheless, these are in line with the college targets. Jersey Premium Students facing MH&W challenges are LESS likely to remain (88% -9%), pass (92% -6%) and achieve (81% -14%) in comparison to their peers. Nevertheless, these gaps have closed in comparison to the previous year by 4%. There is no gap in retention, pass or achievement for male and female Jersey Premium Students.

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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...				90%
2024/25	... AS likely to attend their course	88%	-3	+1	-2
2023/24	... AS likely to attend their course	87%	-1	=	-3
2022/23	... AS likely to attend their course	87%	-1	+1	-3
2021/22	... AS likely to attend their course	86%	-3	-3	-4
Level 3	Jersey Premium students...				
2024/25	... AS likely to attend their course	90%	-2	+2	=
2023/24	... AS likely to attend their course	88%	=	+1	-2
2022/23	... AS likely to attend their course	87%	-1	+1	-3
2021/22	... AS likely to attend their course	86%	-3	-4	-4
Level 2	Jersey Premium students...				
2024/25	... AS likely to attend their course	86%	-4	-1	-4
2023/24	... AS likely to attend their course	87%	-2	=	-3
2022/23	... AS likely to attend their course	87%	-1	+1	-3
2021/22	... AS likely to attend their course	86%	-1	-3	-4
Level 1	Jersey Premium students...				
2024/25	... AS likely to attend their course	84%	-4	+7	-6
2023/24	... LESS likely to attend their course	77%	-9	-8	-13
2022/23	... AS likely to attend their course	85%	-5	-8	-5
2021/22	... AS likely to attend their course	93%	+1	+15	-1

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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%
2024/25	... AS likely to remain on their course to the end	95%	=	+5	+2
2023/24	... AS likely to remain on their course to the end	90%	-3	-5	-3
2022/23	... AS likely to remain on their course to the end	95%	=	+3	+2
2021/22	... AS likely to remain on their course to the end	92%	=	-1	-1
Level 3	Jersey Premium students...				
2024/25	... AS likely to remain on their course to the end	95%	+1	+2	+2
2023/24	... AS likely to remain on their course to the end	93%	-2	=	=
2022/23	... AS likely to remain on their course to the end	93%	=	-2	=
2021/22	... AS likely to remain on their course to the end	95%	+1	+2	+2
Level 2	Jersey Premium students...				
2024/25	... AS likely to remain on their course to the end	93%	-3	+2	=
2023/24	... AS likely to remain on their course to the end	91%	-2	-7	-2
2022/23	... AS likely to remain on their course to the end	98%	+2	+10	+5
2021/22	... AS likely to remain on their course to the end	88%	-2	-6	-5
Level 1	Jersey Premium students...				
2024/25	... AS likely to remain on their course to the end	100%	+3	+31	+7
2023/24	... LESS likely to remain on their course to the end	69%	-15%	-31	-24
2022/23	... AS likely to remain on their course to the end	100%	=	+13	+7
2021/22	... AS likely to remain on their course to the end	87%	3	-13	-6

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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%
2024/25	... AS likely to pass their course	96%	-1	+3	+3
2023/24	... AS likely to pass their course	93%	-3	=	=
2022/23	... AS likely to pass their course	93%	-2	-3%	=
2021/22	... AS likely to pass their course	96%	=	+2	+3
Level 3	Jersey Premium students...				
2024/25	... AS likely to pass their course	98%	=	+8	+5
2023/24	... AS likely to pass their course	90%	-4	-2	-3
2022/23	... AS likely to pass their course	92%	-2	=	-1
2021/22	... AS likely to pass their course	92%	-5	-3	-1
Level 2	Jersey Premium students...				
2024/25	... AS likely to pass their course	92%	-4	-4	-1
2023/24	... AS likely to pass their course	96%	-4	+5	+3
2022/23	... AS likely to pass their course	91%	-5	-9	-2
2021/22	... AS likely to pass their course	100%	+5	+7	+7
Level 1	Jersey Premium students...				
2024/25	... AS likely to pass their course	100%	=	+9	+7
2023/24	... LESS likely to pass their course	91%	-9	-9	-2
2022/23	... MORE likely to pass their course	100%	+8	=	+7
2021/22	... MORE likely to pass their course	100%	+5	=	+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%
2024/25	... AS likely to achieve at the end of their course	91%	-1	+7	+4
2023/24	... LESS likely to achieve at the end of their course	84%	-6	-4	-3
2022/23	... AS likely to achieve at the end of their course	88%	-1	=	+1
2021/22	... AS likely to achieve at the end of their course	88%	-1	=	+1
Level 3	Jersey Premium students...				
2024/25	... AS likely to achieve at the end of their course	93%	+1	+9	+6
2023/24	... AS likely to achieve at the end of their course	84%	-5	-2	-3
2022/23	... AS likely to achieve at the end of their course	86%	-2	-1	-1
2021/22	... AS likely to achieve at the end of their course	87%	-3	-1	=
Level 2	Jersey Premium students...				
2024/25	... LESS likely to achieve at the end of their course	86%	-6	-1	-1
2023/24	... LESS likely to achieve at the end of their course	87%	-6	-2	=
2022/23	... AS likely to achieve at the end of their course	89%	-3	+1	+2
2021/22	... AS likely to achieve at the end of their course	88%	+2	+1	+1
Level 1	Jersey Premium students...				
2024/25	... AS likely to achieve at the end of their course	100%	+3	+37	+13
2023/24	... LESS likely to achieve at the end of their course	63%	-21	-37	-24
2022/23	... MORE likely to achieve at the end of their course	100%	+8	+7	+13
2021/22	... MORE likely to achieve at the end of their course	93%	+13	-7	+6

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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%
2024/25	... AS likely to progress to a positive destination at the end of their course	92%	=	+1	+2
2023/24	... AS likely to progress to a positive destination at the end of their course	91%	-3	-1	+1
2022/23	... AS likely to progress to a positive destination at the end of their course	92%	-3	+1	+2
2021/22	... AS likely to progress to a positive destination at the end of their course	91%	-3	+10	+1
Level 3	Jersey Premium students...				
2024/25	... AS likely to progress to a positive destination at the end of their course	95%	+2	+2	+5
2023/24	... AS likely to progress to a positive destination at the end of their course	93%	-2	+1	+3
2022/23	... AS likely to progress to a positive destination at the end of their course	92%	-2	=	+2
2021/22	... AS likely to progress to a positive destination at the end of their course	92%	-1	+9	+2
Level 2	Jersey Premium students...				
2024/25	... AS likely to progress to a positive destination at the end of their course	94%	+3	+4	+4
2023/24	... AS likely to progress to a positive destination at the end of their course	90%	-4	-1	=
2022/23	... LESS likely to progress to a positive destination at the end of their course	91%	-6	-3	+1
2021/22	... AS likely to progress to a positive destination at the end of their course	94%	=	+23	+4
Level 1	Jersey Premium students...				
2024/25	... LESS likely to progress to a positive destination at the end of their course	65%	-28	-8	-25
2023/24	... LESS likely to progress to a positive destination at the end of their course	73%	-17	-27	-17
2022/23	... MORE likely to progress to a positive destination at the end of their course	100%	+13	+23	+10
2021/22	... LESS likely to progress to a positive destination at the end of their course	77%	-13	-23	-13

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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...				60%
2024/25	... AS likely to achieve their target grade	41%	-3	=	-19
2023/24	... AS likely to achieve their target grade	41%	-3	-1	-19
2022/23	... AS likely to achieve their target grade	42%	-1	-12	-18
2021/22	... MORE likely to achieve their target grade	52%	+6	-6	-8

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)
Level 3	Jersey Premium students...				80%
2024/25	... AS likely to achieve their minimum expected grade	62%	=	-15	-18
2023/24	... AS likely to achieve their minimum expected grade	77%	-1	-2	-3
2022/23	... AS likely to achieve their minimum expected grade	79%	+1	+2	-1
2021/22	... MORE likely to achieve their minimum expected grade	77%	+6	-4	-3

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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%
2024/25	... MORE likely to achieve a Merit+ grade	91%	+7	+3	+16
2023/24	... AS likely to achieve a Merit+ grade	88%	+2	-6	+13
2022/23	... AS likely to achieve a Merit+ grade	94%	+1	+6	+19
2021/22	... AS likely to achieve a Merit+ grade	88%	-1	-5	+13
Distinction	Jersey Premium students...				
2024/25	... MORE likely to achieve a Distinction grade	26%	+8	+11	N/A
2023/24	... MORE likely to achieve a Distinction grade	15%	+6	-11	N/A
2022/23	... MORE likely to achieve a Distinction grade	26%	+7	+12	N/A
2021/22	... LESS likely to achieve a Distinction grade	12%	-11	-15	N/A
Distinction*	Jersey Premium students...				
2024/25	... MORE likely to achieve a Distinction* grade	30%	+10	-2	N/A
2023/24	... LESS likely to achieve a Distinction* grade	32%	-10	+6	N/A
2022/23	... LESS likely to achieve a Distinction* grade	26%	-23	-1	N/A
2021/22	... AS likely to achieve a Distinction* grade	27%	+2	+5	N/A
Certificate	Jersey Premium students...				Less than 10%
2024/25	... MORE likely to achieve only a Certificate qualification	21%	+11	+12	+11
2023/24	... NO MORE likely to achieve only a Certificate qualification	9%	=	-7	-1
2022/23	... MORE likely to achieve only a Certificate qualification	16%	+6	-2	+6
2021/22	... NO MORE likely to achieve only a Certificate qualification	18%	+2	-2	+8

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)
English	Jersey Premium students...				30%
2024/25	... LESS likely to progress +1 grade	30%	-10	+19	=
2023/24	... LESS likely to progress +1 grade	11%	-15	-17	-19
2022/23	... LESS likely to progress +1 grade	28%	-12	-7	-2
2021/22	... LESS likely to progress +1 grade	35%	-8	-32	+5
Maths	Jersey Premium students...				20%
2024/25	... LESS likely to progress +1 grade	12%	-8	+1	-8
2023/24	... LESS likely to progress +1 grade	11%	-7	+4	-9
2022/23	... AS likely to progress +1 grade	7%	-2	-11	-13
2021/22	... AS 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)

English	Jersey Premium students...				90%
2024/25	... AS likely to agree they are making good progress	90%	+3	+12	=
2023/24	... AS likely to agree they are making good progress	78%	-4	-6	-12
2022/23	... AS likely to agree they are making good progress	84%	+2	-2	-6
2021/22	... MORE likely to agree they are making good progress	86%	+14	+10	-4
Maths					90%
2024/25	... AS likely to agree they are making good progress	81%	+2	+3	-9
2023/24	... AS likely to agree they are making good progress	70%	-1	-1	-20
2022/23	... AS likely to agree they are making good progress	71%	-4	-6	-19
2021/22	... AS 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)
Learning	Jersey Premium students...				90%
2024/25	... AS likely to agree that their learning experience is good	92%	=	+1	+2
2023/24	... AS likely to agree that their learning experience is good	91%	-1	-1	+1
2022/23	... AS likely to agree that their learning experience is good	92%	-1	-1	+2
2021/22	... AS likely to agree that their learning experience is good	93%	+2	+4	+3
ALS	Jersey Premium students...				90%
2024/25	... AS likely to agree that their learning support is good	88%	-1	+5	-2
2023/24	... AS likely to agree that their learning support is good	83%	-3	-4	-7
2022/23	... AS likely to agree that their learning support is good	87%	-1	-2	-3
2021/22	... AS likely to agree that their learning support is good	89%	+4	+1	-1
Assessment	Jersey Premium students...				90%
2024/25	... AS likely to agree that their assessment experience is good	88%	+1	-1	-2
2023/24	... AS likely to agree that their assessment experience is good	89%	=	-1	-1
2022/23	... AS likely to agree that their assessment experience is good	90%	-1	-1	=
2021/22	... AS likely to agree that their assessment experience is good	91%	+3	+4	+1
IAG					90%
2024/25	... AS likely to agree they receive good IAG to support next steps	86%	=	+6	-4
2023/24	... AS likely to agree they receive good IAG to support next steps	80%	-3	-7	-10
2022/23	... AS likely to agree they receive good IAG to support next steps	87%	+1	+4	-3
2021/22	... AS likely to agree they receive good IAG to support next steps	83%	+1	+10	-7
Enrichment					90%
2024/25	... AS likely to agree that they enjoy the enrichment programme	90%	+4	+7	=
2023/24	... AS likely to agree that they enjoy the enrichment programme	83%	-2	-4	-7
2022/23	... AS likely to agree that they enjoy the enrichment programme	87%	-3	-1	-3
2021/22	... AS likely to agree that they enjoy the enrichment programme	88%	+4	+7	-2

Highlands College Approach to Jersey Premium



Satisfaction					90%
2024/25	... AS likely to agree that they are satisfied with their experience at college	93%	-1	+1	+3
2023/24	... AS likely to agree that they are satisfied with their experience at college	92%	-1	-3	+2
2022/23	... AS likely to agree that they are satisfied with their experience at college	95%	+1	=	+5
2021/22	... AS likely to agree that they are satisfied with their experience at college	95%	+1	+7	+5