

Overview

This Strategy statement covers the academic years of 2022/23. Within this period, the EKC Group have three 14-16 direct entry provisions which access Pupil premium Funding;

- Broadstairs Junior College
- Folkestone Junior College
- Spring Lane Junior College

Publish date of Strategy

December 2022

Review date of Strategy

November 2023

Executive Lead of Strategy

Neala Whybrow

Pupil premium strategy aims for disadvantaged pupils

All members of teaching and support staff as well as the Senior Leadership team at the respective college accept responsibility for 'socially disadvantaged' pupils and are committed to meeting academic, personal development and social needs within a caring and nurturing environment. Many learners chose to join us at the start of Key Stage 4 and as a result, possibly have had a disaffected educational experience. It is therefore our aim to ensure students of the Junior College develop the skills to learn how to learn and enjoy their educational experience. We want all learners to leave with the ultimate achievement; to progress into Further Education and give themselves the best life chances.

The pupil premium strategy post covid is more important than before, with strategies and interventions having to support learners to catch up on lost learning and rebuild confidence and resilience throughout their broader education and social experiences.




"Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery (Professor Becky Francis, Chief Executive Education Endowment Foundation).

Therefore, the key strategic aims for our Junior Colleges are:

- Early identification - this is paramount. Leaders, Managers, teaching and support staff, along with the Additional Learning Support team will recognise that pupil premium learners may need additional input to grasp the basic skills of reading, writing and Maths.

- Carefully ring-fence and allocate the funding to ensure targeted support for Pupil Premium learners against early analysis and not confused with low ability. To ensure full support of disadvantaged learners to achieve in line with other learners.
- Draw on research evidence (such as the Sutton Trust Toolkit and EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Regular and timely attendance monitoring with interventions and action plans set to support with attendance concerns and ensure standards are in line with the national Key Stage 4 average.
- Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly, rather than using the data retrospectively to see if something has worked.
- Bridging the numeracy and literacy gap -use of small group intervention to support.
- Pupil Premium learners being an explicit area of focus during staff lesson observations and walkthroughs, ensuring managers and leaders challenge on the quality of teaching, learning and assessment for these learners and the strategies that are being used to close the gap. Leaders and managers to validate Pupil Premium funding spend and evaluate impact.

Overview 22/23

			
Pupils in school	32	18	14
% of disadvantaged pupils	53%	38.5%	35.7%
Pupil premium allocation academic year 20/21 (£)	£17625	£4775	£4975

Broadstairs Junior College Performance overview for 21/22

Measure	Non-Pupil Premium Students	Pupil Premium Students
% grade 4+ in English And Maths	0	22%
% grade 4+ in English	9%	39%
% grade 4+ in Maths	18%	28%
% grade 5+ in English and Maths	0	11%
% grade 5+ in English	0	17%

% grade 5+ in Maths	9%	11%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths and English	0	7%

Folkestone Junior College Performance overview for 21/22

Measure	Non-Pupil Premium Students	Pupil Premium Students
% grade 4+ in English And Maths	80%	50%
% grade 4+ in English	80%	50%
% grade 4+ in Maths	100%	50%
% grade 5+ in English and Maths	20%	0%
% grade 5+ in English	20%	0%
% grade 5+ in Maths	40%	0%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths and English	80%	50%

No Prior Data for Spring Lane Junior College

2022/23 Strategy aims for disadvantaged pupils

Aim	Target	Target date
% Grade 4+ in English and maths	The variant between Pupil Premium and non Pupil premium students achieving a 4 or above in English and maths to be <10%	Sept 23

Attendance to be above 85%	The variant between Pupil Premium and non Pupil premium students attending college more than 85% to be <10%	Sept 23
% of positive progression into Further Education and Appr Apprenticeships entices to be above 95%	For there to be a 5% variant between Pupil Premium and non Pupil premium students progressing onto Further Education and Apprenticeships.	Sept 23

2022/23 Teaching priorities for current academic year

	Activity
Priority 1	To work with internal and external partners to develop positive strategies in the classroom in line with the 3 tiers of support (Universal).
Priority 2	Further development of reading incentives to support with vocabulary, oracy and literacy. Reading challenges and rewards/incentives given and development of vocational reading initiatives.
Projected spending	£4490
Anticipated Impact (barriers which will be addressed as a result of these actions)	<p>Vocabulary gap, low literacy level and reading ages.</p> <p>Engagement with Independent Study / Homework.</p> <p>Reduce negative behaviours in learning and develop more in class techniques for universal support.</p>

2022/23 Targeted academic and pastoral support for current academic year

Measure	Activity
Priority 1	Use of achievement tutor and transition tutors in order to give targeted intervention against core curriculum and vocational targets.
Priority 2	Improve use and implementation of personalised learner plans within pro monitor to provide targeted and specific support, targets and interventions for learner's progression in learning and wider college life.
Priority 3	To develop the metacognitive and self-regulatory skills of learners to enable them to become resilient in their learning.

Projected spending	£19700
Anticipated Impact (barriers which will be addressed as a result of these actions)	<p>Parent engagement influencing low literacy outcomes.</p> <p>Improved attendance.</p> <p>Support sessions for parents to provide training on Century and Hagerty online platforms to empower and enable them to support their child.</p> <p>Intervention to plug gaps and allow for personalised learning against check point assessments termly.</p>

2022/23 Wider strategies for current academic year

Measure	Activity
Priority 1	Develop a schedule of regular, relevant and aspirational extra-curricular activity, guest speakers and visiting company work. To ensure support with payment plans and financial support in line with pupil premium strategy.
Priority 2	Introducing an 'email Parents' programme across year 11 to improve parental engagement ahead of GCSEs
Projected spending	£3185
Anticipated Impact (barriers which will be addressed as a result of these actions)	<p>Broaden horizons of our learners to better their future choices and opportunities.</p> <p>Raise educational aspirations</p> <p>Increase motivation and self-worth of learners.</p>