

## Overview

This Strategy statement covers the academic years of 2024/25. Within this period, the EKC Group have three 14-16 direct entry provisions which access Pupil premium Funding.

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

### Publish date of Strategy

November 2024

### Review date of Strategy

November 2025

### Lead of Strategy

Donna Smith

Director of Education Improvement

## Pupil premium strategy aims for disadvantaged pupils.

All members of teaching and support staff as well as the Senior Leadership team at the respective Junior College accept responsibility for 'socially disadvantaged' pupils and are committed to meeting academic, personal development and social needs within a caring and nurturing environment. It is therefore our aim to ensure students at the Junior College develop the skills to learn how to learn and enjoy their educational experience.

The EKC Group aspires for all learners to complete year 11 with the qualifications, skills, and behaviors to be able to progress and successfully transition on to their next steps. EEF (2024) outline that 'The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils'




Therefore, the key strategic aims for our Junior Colleges students eligible for pupil Premium are:

- Early identification - All staff will recognise that pupil premium learners may need additional input to ensure academic gaps are closed to grasp the basic skills of reading, writing and Maths. Research from the Sutton Trust, 2024 outlines the impact identifying that 'In 2023, 25.2% of disadvantaged pupils achieved grades of 5 or above in English and maths GCSEs (a strong pass). This is less than half of the proportion of non-disadvantaged pupils (52.4%).'
- Carefully ring-fence and allocate the funding to ensure targeted academic support for pupil Premium learners against early analysis and data, this must not be 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, EEF (Tier approach to Pupil Premium) and relevant local external agencies such as The Education People and

LIFT (Local Inclusion Forum Teams)) 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 attendance concerns and ensure standards are in line with the national Key Stage 4 average. Research included in the 'Working Together to Improve School Attendance guidance (Feb 2024) 'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.'
- Use achievement data to ensure timely intervention for all learners to maximise progress against all qualifications studied to support achievement of aspirational grades.
- 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 visits and pathway reviews, 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 24/25

	 Broadstairs Junior College	 Folkestone Junior College	 Spring Lane Junior College
Pupils in school	30	27	30
% of disadvantaged pupils	70%	30%	30%
Pupil premium allocation academic year 24/25 (£)	£19,090	£6210	£9,315

## Broadstairs Junior College Performance overview for 23/24

10 x PP Students and 4 x Non-PP students

Measure	Non-Pupil Premium Students	Pupil Premium Students
% grade 4+ in English & Maths	25%	33.3%
% grade 4+ in English	75%	66.6%
% grade 4+ in Maths	25%	33.3%
% grade 5+ in English & Maths	25%	11.1%
% grade 5+ in English	50%	55.5%
% grade 5+ in Maths	25%	11.1%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	25%	22.2%

## Folkestone Junior College Performance overview for 23/24

8 students total 3 x PP and 5 x Non-PP

Measure	Non-Pupil Premium Students	Pupil Premium Students
% grade 4+ in English & Maths	60%	33.3%
% grade 4+ in English	80%	100%
% grade 4+ in Maths	60%	33.3%
% grade 5+ in English & Maths	60%	0%
% grade 5+ in English	80%	100%
% grade 5+ in Maths	50%	0%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	60%	33.3%

## Spring Lane Canterbury Junior College Performance overview for 23/24.

13 students 7 x PP, 6 x Non-PP

Measure	Non-Pupil Premium Students	Pupil Premium Students
% grade 4+ in English & Maths	33.3%	14.3%
% grade 4+ in English	33.3%	28.6%
% grade 4+ in Maths	33.3%	42.9%
% grade 5+ in English & Maths	16.7%	14.3%
% grade 5+ in English	33.3%	28.6%
% grade 5+ in Maths	16.7%	14.3%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	33.3%	14.3%

### 2024/25 Strategy aims for disadvantaged pupils.

Aim	Target	Target date
% Grade 4+ in English and maths	There will be no variant between Pupil Premium and non-Pupil premium students achieving a 4 or above in English and maths.	Sept 25
Attendance to be above 85%	The variant between Pupil Premium and non-Pupil premium students attending college more than 85% to be <10%	Sept 25
% of positive progression into Further Education and/or Apprenticeships (or Internships) 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 25

### 2024/25 Teaching priorities for current academic year:

Measure	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.
Anticipated Impact (barriers which will be addressed because of these actions)	Vocabulary gap, low literacy level and reading ages. Increased participation with engagement with Independent Study. Reduce negative behaviours in learning and develop more in class techniques for universal support.

### 2023/24 Targeted academic and pastoral support for current academic year:

Measure	Activity
Priority 1	Use of Learning Skills Coach 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.

<p>Anticipated Impact (barriers which will be addressed because of these actions)</p>	<p>Improved attendance.</p> <p>Parental access to ProPortal for regular updates on progress against personalised targets 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>
---	--

### 2023/24 Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p>	<p>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.</p>
<p>Priority 2</p>	<p>Introducing a range of strategies, across year 10 &amp; 11 to improve parental engagement with a focus on Yr11 ahead of GCSEs.</p>
<p>Anticipated Impact (barriers which will be addressed because of these actions)</p>	<p>Broaden horizons of our learners to be able to make informed progression planning decisions and better their future choices and opportunities.</p> <p>Raise educational aspirations to achieve and exceed their potential.</p> <p>Increase motivation and self-worth of learners.</p>