



Overview

This Strategy statement covers the academic years of 2025/26 to 2027/28. Within this period, the EKC Group have four 14-16 direct entry provisions which access Pupil premium Funding.

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

Publish date of Strategy

November 2025

Review date of Strategy

November 2026

The 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 an EKC Junior College develop the skills to learn how to learn and enjoy their educational experience irrespective of their background or individual challenges they encounter.

The EKC Group aspires for all learners to complete year 11 with the qualifications, skills, and behaviours to be able to progress and successfully transition on to their next steps. EEF (2025) outline that 'The Pupil Premium has one central aim: to raise the education of disadvantaged pupils.' As such, our intention is to ensure all students make good progress and achieve their goals.

Therefore, the key strategic aims for the EKC 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%).'
- **Allocation of the funding** - 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 are most likely to have significant impact on improving achievement.

Strategy Owner: Director of Education Improvement

Review date: Nov 2025

- **Improved attendance** - 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 and the research included in the 'Working Together to Improve School Attendance guidance (Feb 2024) which states '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.'
- **Achievement** - Use achievement data to ensure timely intervention for all learners to maximise progress against all qualifications studied to support achievement of aspirational grades.
- **High Quality Teaching** - Bridging the numeracy and literacy skills gaps and using small group interventions 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 25/26

				
Pupils in school	28	32	27	11
% of disadvantaged pupils	75%	62.5%	44.4%	100%
Pupil premium allocation academic year 25/26 (£)	22,500	13,540	£8,400	0

Broadstairs Junior College Performance overview for 24/25:

Measure: 15 pupils in 24/25 Year 11: 8 Pupil Premium and 7 non-Pupil Premium: 53% Pupil Premium students	Non-Pupil Premium Students	Pupil Premium Students
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% grade 4+ in English & Maths	14%	13%
% grade 4+ in English	14%	63%
% grade 4+ in Maths	14%	13%
% grade 5+ in English & Maths	0%	0%
% grade 5+ in English	0%	38%
% grade 5+ in Maths	0%	0%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	14%	13%

Folkestone Junior College Performance overview for 24/25

Measure: 13 pupils in 24/25 Year 11: 0 Pupil Premium and 13 non-Pupil Premium: 0% Pupil Premium students.	Non-Pupil Premium Students	Pupil Premium Students
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% grade 4+ in English & Maths	7.6%	N/A
% grade 4+ in English	38.4%	N/A
% grade 4+ in Maths	15.4%	N/A
% grade 5+ in English & Maths	0%	N/A
% grade 5+ in English	7.6%	N/A
% grade 5+ in Maths	0%	N/A
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	7.6%	N/A

Spring Lane Canterbury Junior College Performance overview for 24/25.

Measure 16 pupils in 24/25 Year 11: 3 Pupil Premium and 13 non-Pupil Premium: 18.8% Pupil Premium students.	Non-Pupil Premium Students	Pupil Premium Students
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% grade 4+ in English & Maths	15.4%	66%
% grade 4+ in English	15.4%	66%
% grade 4+ in Maths	30.8%	66%
% grade 5+ in English & Maths	0%	66%
% grade 5+ in English	0%	66%
% grade 5+ in Maths	7.7%	66%
% Gaining a minimum Level 2 Vocational Qualification and 4's in Maths & English	15.4%	66%

2025/26 Strategy aims for disadvantaged pupils.

Aim	Success Criteria	Target date
% Grade 4+ in English and maths	There will be no more than a 10% variant between Pupil Premium and non-Pupil premium students achieving a 4 or above in English and maths.	June 26
Attendance above 88%	The variant between Pupil Premium and non-Pupil premium students attending college to be <10%.	July 26
% 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.	July 26

2025/26 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. Utilisation of TLA strategies that embed metacognition. Reading challenges and rewards/incentives given and development of vocational reading initiatives. Participation in EKC Group Maths challenges and rewards/incentives
Anticipated Impact (barriers which will be addressed because of these actions)	Vocabulary gap development, literacy level and reading ages progress. Increased engagement with independent learning Demonstrate behaviours conducive to learning and develop more in class techniques for universal support and trauma informed approaches to managing behaviour.

2025/26 Targeted academic and pastoral support for current academic year:

Measure	Activity
Priority 1	Use of Learning & Skills Coach to provide targeted intervention against core curriculum vocational target and English and maths flight path projections.

Priority 2	Improve use and implementation of personalised target setting within Pro monitor to provide SMART targeted activities and interventions for learners to progress in learning and the wider college community. Termly 1:1 themed Progress Tutorials and target setting and review meetings for individual students. Use of start point activities to measure progress and target set for end of year 10 and year 11 achievement.
Priority 3	To develop the metacognitive and self-regulatory skills of each learner to provide them with the tool kit to develop resilience in their learning through self-awareness, self-reflection and understanding how they think and learn.
Priority 4	Improved attendance levels because of informed activity to reduce barriers to learning by creating an inclusive learning environment for all to thrive within. Timely Parental access to the Proportal resource to allow for regular updates/check-ins on progress against personalised targets to empower and enable them to support their child. Timely identification of attendance deterioration and interventions to ensure all students stay on track with learning. Use of digital resources to support any missed learning. Progression Mentor support to assist in removing/reducing barriers to learning.
Anticipated Impact (barriers which will be addressed because of these actions)	Student ownership of own progress and working towards aspirational target grades. Increase in attendance levels and consistency across the academic year. Achievement of projected target grades based on start point and flightpath data. Create a culture that recognises the value of regular consistent attendance, linking to future progression into FE, employment or Apprenticeships.

2025/26 Wider strategies for current academic year:

Measure	Activity
Priority 1	Provide a schedule of regular, relevant, and aspirational enrichment activity that includes Industry/ external guest speakers and visiting industry settings.
Priority 2	Introducing a range of strategies, across year 10 & 11 to improve parental engagement with a focus on Yr 11 ahead of GCSEs.
Priority 3	To ensure support with payment plans and financial support is in place (in- line with pupil premium strategy). Including reducing digital poverty.
Priority 4	Access to impartial careers advice and progression route transition activities including at least 1 week of work experience.

Anticipated Impact (barriers which will be addressed because of these actions)	Broaden the horizons of our learners to be able to make informed progression planning decisions and better their future choices and opportunities. Raise educational aspirations to achieve and exceed their potential. Increase motivation and self-worth of learners.
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