

COVID-19 Catch-up Premium Report

COVID-19 Catch-up Premium Spending 2020/21: Summary

SUMMARY INFORMATION			
Total number of pupils:	550	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£44,040		

STRATEGY STATEMENT

COVID-19 has had a significant impact on many of our students. They have spent many months in lockdown and many students faced further disruption because they either tested positive themselves or were identified as close contacts of a positive case. Jewellery Quarter Academy have been delivering a remote learning provision for all students and we have taken positive steps to support their emotional wellbeing by not compromising our 'character' aspect of our curriculum during the national lockdown.

We understand that we serve deprived communities in increasingly challenging contexts and circumstances; disadvantaged students have been particularly hard hit by the pandemic and that national inequality is likely to have been exacerbated. The awarded Covid-19 Catch Up Premium funding will be used to ensure that all students are 'caught up' in all aspects of their school life and are well placed for future success in these extraordinary times. Our priorities and aims include:

- Ensuring that every child has access to a computer device at home so that they can access the remote learning provision in case of further lockdowns or if they need to self-isolate at home.
- All students are assessed upon return to school to ascertain gaps in their knowledge or skills set.
- Teachers have adequate training and the resources to students
- Ensuring that every student is supported in their physical and mental wellbeing as they return to school.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attendance and engagement with the online learning provision during national lockdowns
B	Lowered literacy levels due to not having opportunities to read as much
C	Gaps in knowledge and skills that have developed because of the pandemic and a lack of opportunity for participation in arts subjects

ADDITIONAL BARRIERS

External barriers:

D	Lack of parent consultation opportunities
E	Reduced social skills due to being 'in lockdown' for so long
F	Students will have experienced more social, emotional and mental health issues during the pandemic and diminished opportunities for physical activity
G	Increased financial pressures on families

Planned Expenditure Academic Year 2020-21

Quality of Teaching for All					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Lead	When will you review this?
Resources to support coaching and professional development for all staff to ensure quality teaching for all	<p>All staff continue to develop pedagogy and practice and engage with coaching processes</p> <p>Expanded number of coaching team to include middle leaders to increase capacity</p>	<p>IRIS connect enables all staff to.</p>	<p>Staff trained in how to use IRIS connect.</p> <p>Coaching team trained in how to access and provide action steps.</p> <p>Coaching impact meeting arranged weekly.</p>	ECR	Weekly during Academy coaching impact meeting

<p>CPD for all staff to further develop remote learning pedagogy around research in case of future national lockdowns/cohorts having to learn from home</p>	<p>All staff are clear on how to set and provide feedback on assignments</p> <p>All staff are able to use quizzing and polls to assess formatively, provide feedback in line with the feedback policy appendix and plan the next steps</p>	<p>Supporting students to learn remotely.</p> <p>Since the previous lockdown, we will look to continue to develop staff pedagogy around effective practices for remote learning and combine these research-based effective approaches this with effective feedback.</p>	<p>Clarity around proposed revised Remote Learning provision timetable and routine for all stakeholders, based on research/feedback - with time for independent practice (and for staff to assess work and give feedback in line with policy appendix, taking into account staff workload and well-being)</p> <p>New 'feedback policy appendix' launched and staff trained in it and how to set effective assignments and quizzes and use of the chat feature for formative assessment and how to use the data to plan for future sequences of live lessons and give whole-class and individual feedback where appropriate.</p> <p>Guides for parents produced and students on how to use Microsoft Teams. Year 7 students trained in how to use Teams to access live lessons and assignments should need arise.</p>	<p>ECR</p>	<p>During any period of whole-cohort remote learning or national lockdown</p>
<p>Total budgeted cost:</p>					<p>£5000</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Lead	When will you review this?
Support KS4 students with accessing National Tutoring Programme (NTP), MyTutor and CoachBright	Year 10 students attend tutor sessions in after school classes Year 11 students access tutor sessions at home	Many students have quite big gaps because they didn't immediately have access to a computer device or they may not have the parental support at home to ensure that they are always engaged with the remote learning provision. It is well evidenced that the NTP can help to close these gaps :	Provide appropriate space and IT resources for students to access from school where appropriate Communicate clearly with families and send alerts/reminders ahead of tutor sessions as well as take feedback from tutors/providers on student engagement.	RLA + DCH	After each assessment point
Provide Year 11 students with additional revision materials and subject specific guides	All students have access to subject specific guides and resources to support them to address any knowledge gaps	There is a large attainment gap , particularly for disadvantaged pupils	Work with and through Curriculum Leaders to find the most suitable resources for qualifications. Provide these for students to pick up through guided careers conversations	SCA + DCH	After each assessment point and August 2021
Deliver a comprehensive careers programme to 'switch on' Year 11 students	Digital Innovation and Career Fit (Trust-wide initiatives) for every Year 11 student and targeted Year 10 students	External studies show that this programme has impact on these areas, particularly those who are in danger of becoming NEETs. The pandemic has made many students feel disconnected and disengaged with real-life and we need to get them back on track.	Teachers trained in the use of Career Fit, including delivering the sessions and feedback. Parents and students will also be briefed. Every student will have their own Career Fit file and feedback.	ITH + SAL	September 2021 where we expect there to be 0 NEETs.

Support Year 11 with additional classes in key subjects and Saturday School via Pet XI	<p>All students attend a sixth hour 3 times a week (giving them 3 additional hours per week)</p> <p>Year 11 students access key sessions in knowledge-heavy subjects such as History (two thirds of cohort) and English Literature as well as Science on Saturday programme</p>	<p>Students indicated the subjects they felt they wanted more support in subjects from feedback and questionnaires upon return in June 2020, after meeting with the Headteacher and Deputy Headteacher.</p> <p>Session 6 (extra hour after school) and Saturday School to be implemented.</p>	<p>Timetabled a sixth hour for Year 11 from 3pm-4pm for 3 days per week, starting with core subjects and then moving onto other priority areas</p> <p>Target specific students after assessments and agree format/focus with Pet XI, liaising with Curriculum Leaders for Saturday School sessions and SLT supervision.</p> <p>Students' families contacted and communication is scheduled to ensure all attend on day(s) of intervention.</p>	SCA + DCH	After each assessment point and August 2021
Provide Year 11 with support and guidance on study skills and information through Elevate	All Year 11 students attend tailored sessions on revision and study skills ahead of key assessment points	To maximise achievement, students need to know how to prepare for key assessments and exams with revision techniques that support them to be successful. In interviews on return in June 2020, Year 11 students specifically requested Elevate sessions, having heard about their impact from the previous cohort.	<p>Calendar Elevate sessions prior to key assessments such as mock exams and before May/June exams.</p> <p>Support students with effective resources to put strategies in place such as revision cards, highlighters etc.</p>	SCA + DCH	August 2021
To offer additional support to students who have a SEND or are EAL through re-deployment and re-structuring of TAs.	<p>Targeted students receive additional support from TAs</p> <p>Students show increased confidence in class</p>	This is the student group who had the most difficulty accessing and engaging with the remote learning. There is a danger that these students may fall behind even further behind. There is evidence that additional support in the classroom and small group / 1:1 is beneficial in increasing outcomes for SEND students and for those with EAL .	The teaching assistants will be deployed to support specific students in a variety of beneficial ways in both the classroom setting and extra intervention sessions, focusing on phonics development.	JBN + KLO	May 2021 (proposed re-structure)
Total budgeted cost:					£25,000

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Lead	When will you review this?
<p>To develop a culture of reading as all year groups have experienced a learning loss in reading, particularly disadvantaged students</p>	<p>Accelerated Reader in place for Year 7 students</p> <p>Construction of new library and partnership with local library provides access to books for all</p> <p>CPD on teaching of reading is embedded so staff are confident at being able to support students to read</p>	<p>Students from disadvantaged backgrounds have fallen behind in their reading.</p>	<p>Train Year 7 staff on delivery of guided reading strategies and ensure all students have access to Accelerated Reader in Year 7, and complete STAR reading test. KS3 tutor times feature reading and rewards strategy in planner revised to encourage reading for pleasure.</p> <p>App updated to include Free e-books which are regularly promoted to students in 'Student Info' section (novelfreereadonline).</p> <p>Reading excerpts feature in KS4 tutor time frequently (led by English team) to develop reading for explicit and implied meanings.</p> <p>All students given opportunity to sign up and have a tour of Birmingham Libraries (Spring Hill and Library of Birmingham)</p> <p>Trust-wide staff CPD on teaching of reading and further developments by trust-wide Reading satellite group.</p> <p>GL assessments at the end of the academic year will support targeted intervention</p>	JBN	Christmas 2021

<p>Increase social time and sports opportunities through re-structuring of academy day and increased extra-curricular opportunities and access</p>	<p>Zoning of school in Autumn 2020 provides equitable access for sports at social time</p> <p>Trust wide programme of games to be launched in Autumn 2021 to promote physical exercises</p>	<p>Inactivity during the period of national lockdown and other local restrictions has had an impact of children's physical health, particularly for students in deprived areas, from disadvantaged backgrounds.</p>	<p>Zoning of school at break and lunch to create two 5 a side pitches as well as distinct basketball/netball zones provide ample opportunity for students to get involved in physical activity.</p> <p>Re-launch of extra-curricular clubs to provide more opportunities for students to take part in a range of sports.</p> <p>Align school days across the trust to have a longer break and lunch to provide additional time for sports/social activities and enable calendars across all 4 academies to have programme</p>	<p>RLA + JBN + PE Leads</p>	<p>Spring 2021</p> <p>Autumn 2021</p>
<p>Ensure we are ready to support all students with technology, particularly new Year 7 students, in case of need for remote learning</p>	<p>Live lesson attendance data for Year 7 is %90+ (if remote learning provision is enacted due to cases/closure)</p>	<p>Students who do not have access to IT equipment are immediately disadvantaged, especially because they are unable to access the remote learning provision. Even after returning to school, this remains an issue due to the need for blended learning in some cases and they also need the device to access the NTP tutoring sessions and other catch up resources from home.</p> <p>Year 6 experiences may have been different to those experienced by students at JQA in terms of live lessons through Microsoft Teams. Students will be supported to access live lessons and complete independent practice, receiving feedback on assignments and quizzes in line with our Remote Education pedagogical practices.</p>	<p>Students have tutorial led by form tutors on how to access Teams and how to use Assignments and Forms for quizzes. All students are reminded of username and passwords.</p> <p>An audit is completed of Year 7 students who do not have access to a device at home (or would need to share a device) so the pastoral team can prioritise device delivery if necessary.</p> <p>Parents are sent a guide of how to access Teams and how to support their child with Remote Learning.</p>	<p>JBN + MTU</p>	<p>November 2020 and if necessary during a period of remote learning</p>

<p>Free Breakfast provision expanded to ensure students have access to food before school so no child is trying to learn when hungry and provide access to filtered drinking water so all students can remain hydrated as part of being healthy</p>	<p>All students will have access to a breakfast provision before school</p> <p>3 drinking fountains set up in social spaces to promote hydration (particularly after sport)</p>	<p>The research shows those from lower income households are far more likely to eat less healthily due to a lack of routine, lack access to healthier food and drink options and are also <u>less likely to have more home cooked meals</u> while living in lockdown when compared to those from more financially stable backgrounds.</p>	<p>Communicate ban on sugary drinks being brought into the academy and write into code of conduct.</p> <p>Provide Year 6 students with free water bottle so can remain hydrated.</p> <p>As funding comes to a close for Magic Breakfast, invest £500 bursary from magic breakfast to provide toast machines.</p> <p>Seek FareShare Go alternative and write into morning duties for pastoral team to operate across several social space zones so all students have access to food before school.</p>	<p>JBN + KLO</p>	<p>Spring 2021</p> <p>Autumn 2021 (new provision in place)</p>
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<p>Lockdown meant opportunities for practical arts subjects were missed</p>	<p>Students participate in Drama activities around the Beacon School Echo Eternal project</p>	<p>Arts education research from EEF.</p>	<p>Increased opportunities for students to do cohort-specific Art and Drama after school clubs</p> <p>Echo Eternal project launched with students to create dramatic pieces from Holocaust survivor testimony.</p> <p>Recr8 Now theatre group to work with cohorts of students to explore social issues through the pandemic through medium of Drama.</p> <p>Speak Out Challenge for Year 10 to provide opportunities for Year 10 students to perform speeches and performance poetry in front of peers.</p> <p>Students given opportunities to work with local artisans and the JQ Heritage trust on art and craft projects</p>	<p>RLA</p>	<p>January 2021 and Summer 2021</p>
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<p>Provide all year groups with virtual Parents' Evening and clear set of academic and character reports as well as opportunity for termly feedback through Symposia and Surveys</p>	<p>Symposia and survey calendared 3 times a year and feedback used to drive school improvement journey</p> <p>All parents/carers have the opportunity to attend Virtual Parents Evening in 2020/21.</p>	<p>Parents were provided with an academic report at the end of the academic year 2020/21 but missed out on Parents' Evenings to discuss their child's academic and character progress.</p>	<p>Set up SchoolCloud account and train all teaching staff in its use.</p> <p>Provide guides for parents/carers and students.</p> <p>Integrate character education into report so parents; get full report on academic progress, character, attendance and punctuality and conduct.</p>	<p>JBN + DCH and HOYs</p>	<p>Reviewed after each parents' evening – attendance/engagement data.</p> <p>Parent survey termly question 'the school lets me know how my child is doing..' - evaluated termly.</p>
<p>Enhanced lines of communication are in place with parents</p>	<p>Feedback from parents indicated 'Academy Voicemail' provision to leave a message would be welcomed - this to be instigated</p> <p>Promotion of app in all communications to parents to ensure at least 1200 downloads</p>	<p>It is imperative that we communicate effectively with parents / carers quickly and well.</p> <p>The Academy's app strategy features of an example of best practice on the provider's website.</p>	<p>SIMS updated to include all contacts of new Year 7s. Promote the idea that if contact details change, parents need to be pro-active in letting us know (e.g child is ill and need to isolate quickly).</p> <p>Communications (clarity of) features in one leaders' R+R so there is clarity: app alerts used to over communicate key information as additional measure to text and email as well as social media.</p>	<p>JBN</p>	<p>Parent symposia termly.</p> <p>App downloads total.</p>

<p>All students will have expanded pastoral support due to intended re-structuring and expansion of pastoral team</p>	<p>Pastoral manager and 4 Year group co-ordinators replaces structure of just 2 pastoral assistants to give all cohorts access to a tutor, year group/co-ordinator/pastoral manager and Head of Year as wrap-around team.</p>	<p>It is well documented that Covid-19 and the lockdown has had a detrimental impact on many people, particularly in young people's mental health. Some of our students have suffered family bereavements as a direct result of Covid-19.</p>	<p>Student attendance monitored stringently for any patterns and these referred to DSL.</p> <p>Wellbeing team available throughout the day for student drop-ins if they are feeling anxious or worried.</p> <p>Termly survey of students implemented and evaluated.</p> <p>Recr8 Now mentors to work with students identified by pastoral team who may have compounded social/emotional difficulties as a result of pandemic.</p> <p>Staff regularly reminded of CPOMS and signs in Wednesday Safeguarding briefing led by DSLs.</p> <p>Students regularly reminded of Sharp System and Safeguarding email address for self-referrals or to refer friends as well as Friday Respect sessions that support students to be healthier and safer</p>	<p>JBN, MTU + DCH</p>	<p>Attendance monitored daily and weekly.</p> <p>Student survey completed termly.</p> <p>Parent Survey completed termly – questions around safety and happiness.</p> <p>Sharp System and CPOMS monitored daily.</p>
<p>Total budgeted cost:</p>					<p>£14,000</p>