



CHELLASTON ACADEMY COVID-19 CATCH UP PLAN



Summary information:

This document sets out Chellaston Academy's plan for the COVID-19 Catch Up Premium.

Details regarding the COVID Catch Up Premium can be found here: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

'This funding will be provided in 3 tranches. We have now made the first payments. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#). Allocations are based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.'

Projected overall allocation for Chellaston Academy: £114,040

Initial tranche: £28,510

Areas of focus:

A	Ensure that all students' learning and progress recovers in line with the curriculum and their flight path
B	Ensure that students identified as requiring targeted input make expected progress
C	Ensure that students have positive wellbeing and the skills needed to promote positive independence and self care

How these areas of focus will be broken down and how they will be measured:

	Desired Outcomes	Success Criteria
A	Students recover threshold concepts and key curriculum learning to support progress	<ul style="list-style-type: none"> Improving profile of academic achievement by students indicated through assessment point comparison (i.e. initial versus end of year) Students achieve in line with the national curriculum age/stage performance criteria for their ability
B	The school implements an identification and tiered intervention approach to target students who are not achieving in line with expectation. Departments use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.	<ul style="list-style-type: none"> Assessment data used to identify students for tiered intervention approach Tiered intervention sessions using diagnosis, therapy and testing model implemented (and quality assured?) Student PLCs, raw scores and/or PPE performance indicate improvement in performance
C	Students are to receive a support timetable, offering a holistic approach to the promotion of positive wellbeing. Students will become exposed to strategies to support and guide them through stress and anxiety in order to promote a positive mindset.	<ul style="list-style-type: none"> Students display a positive mindset, measured by the following: a rise in attendance, gains in attainment data, student voice feedback Students will feel supported in all aspect of their school life Students will possess self help strategies that they can use for life to promote positive self esteem and self care



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Planned Expenditure:

Projected overall allocation for Chellaston Academy: £114,040

Planned COVID Catch Up spend area	Budget	Actual to date
Blended learning platform development	£8,000	
School Cloud parent engagement system	£2,000	
Teaching and learning (CPD or practical tools -e.g. visualisers or cameras/microphones to support remote/blended learning)	£10,000	
Intervention (inc. Reading intervention)	£79,000	
Wider wellbeing support	£5000	



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Focus: A - Ensure that all students' learning and progress recovers in line with the curriculum and their flight path					
Desired outcome	Chosen approach(es)	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the recovery curriculum supports learners with lost learning due to the closure.	Curriculum annexes for each subject will be planned and implemented.	Curriculum LTP for each subject assessed following March 2020 lockdown. Annex for each subject created to ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.	SLT quality assurance process to review LTP annexes.	HDG/SLT	December 2020
		Key Stage 4 curriculum plans have been reviewed in response to changes to assessment arrangements in certain subjects. In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught effectively.	Review of KS4 LTPs and department response action plans to take place with AHT KS\$ RSL and AHT Curriculum.	NEL/HDG	December 2020
	Consistent pedagogy approaches employed through in school and remote learning to embed effective learning skills with students. (CAM7)	CPdD package developed to support Teaching and Learning priorities identified (in-school and remote teaching), including knowledge organisers.	Quality assurance data indicates improvements in targets areas.	WLK/NEL	Initial review: Jan 2021
	Effective introduction and embedding of knowledge organisers in classroom practice and student learning.	Develop consistent approaches to low stakes testing and teacher assessment approaches to identify target areas and allow in-class intervention.		WLK/HDG	Initial review: Jan 2021
	Waved introduction of blended learning for Year groups and the embedding of	Strategic Firefly platform development to ensure that threshold concepts, webinars, resources and online	Firefly platform area to be quality assured by AHT for Curriculum and SLT.	WLK/ NEL	December 2020



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	it in teaching and learning practice.	assessment are in place to support recovery. Training to enhance staff understanding and deployment of blended learning approach.	Baseline staff confidence and knowledge, deliver input and assess impact. Content of CPdD to be quality assured by AHT for T&L and SLT.	WLK	November 2020
	Remote learning through Firefly and Microsoft Teams provides an enhanced offer to students who are self-isolating/absent.	CPdD provision builds on staff pedagogy for teaching online. Assessment of technological barriers to quality online provision (student and staff access) and actions to mitigate.	Content of CPdD to be quality assured by AHT for T&L and SLT. Accurate mapping of student access to technology for remote learning in place. SPL spot checks to confirm. Barriers to staff access of online provision mapped and resolved.	WLK	December 2020



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Focus: B - Ensure that students identified as requiring targeted input make expected progress

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The school implements an identification and tiered intervention approach to target students who are not achieving in line with expectation.	Waves of intervention using a tiered approach.	In-house teaching staff recruited to provide blocks of targeted, specific, measurable small group intervention in their subject specialism. The aim is to secure students' knowledge and skills in line with expected levels.	Clear, consistent student identification process employed following assessment data. SLT line managers to oversee and challenge. Use of EEF Toolkit approaches to intervention to ensure impact. Diagnosis, therapy and testing approach used to evidence impact of intervention for students.	NEL/HOS/SLT	January 2021
			HOS and SLT quality assurance of intervention sessions.	SLT/HOS	December 2020
	Provide parents with additional support/materials.	Guide to GCSE courses provided for parents to clarify content and exams. Parent-friendly web of Firefly pages to aid parents in supporting their children. Parent information and support meetings.	Parent survey used to assess needs prior to delivery. Second survey to assess impact following delivery.	WLK/NEL	December 2020 December 2020
At KS3, students are able to access the curriculum and learning as they have reading skills in line with	Whole school strategies support the development of reading skills.	Reading assessments completed for all students. All students are set a reading age target and work toward it.	EEF research and strategies used to inform the choice of assessment and the subsequent tiered strategies for intervention.	LHY/ELY	December 2021



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(or above) their age and/or stage	Targeted reading intervention is provided for students where needed.	The teaching of reading skills, especially inference, is embedded into classroom practice across subjects (reciprocal reader). Internal teaching staff or NTF tutors employed to deliver targeted reading interventions.	Relevant CPD for staff regarding the rationale for reading targets and whole school approaches. Quality assurance of delivery of school-wide pedagogical approaches and intervention that are implemented.	LHY/ELY	January 2021
				LHY/ELY	February 2021



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Focus: C - Wellbeing					
Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students are confident in their ability when faced with challenging and difficult circumstances	A calendar of both targeted and voluntary support will be offered to all Year 11 and 13 students in the first instance.	A full Calendar will be created with sessions and events scheduled from mid-December onwards. The calendar will show that we are investing into	Staff access sessions before student access, so staff can quality assure the content and can take part in the experience in order to promote all aspects positively.	EYR and JNE to co-ordinate the calendar	January 2021 numbers will be reviewed Every 4 weeks a data harvest will take place analysing attendance and



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<p>Students will feel supported in all aspect of their school life</p> <p>Students will possess self help strategies that they can use for life to promote positive self esteem and self care.</p>	<p>Staff will have the option of taking part in some of the sessions offered to students, so that they can continue the support in subject areas and tutor time. This will be voluntary and non-compulsory</p> <p>Focused workshops encompassing a holistic approach will be offered in the following areas to all students: Yoga and Meditation, Aromatherapy, Imagery (Mood board), Walking and Talking, Art Therapy, Lego Therapy, Feeding your Mind, Time to train.</p> <p>Offering a bohemian approach to outdoor learning, encompassing forest school, gardening, outdoor learning and team building focusing on the development of independent skills.</p> <p>Vitality day – Offering a drop-down day for specific year groups for team building activities.</p>	<p>young people and offering a variety of support.</p> <p>Some sessions will be virtual but also utilising face to face contact (COVID permitting) sessions.</p> <p>Outsource some practitioners and use some in school specialised staff to lead some sessions.</p> <p>Community engagement, social responsibility.</p> <p>This is exposing the young people to a variety of skills which they can access for life.</p>	<p>Student uptake numbers will show how many students are accessing the support on offer.</p> <p>Assembly for all students to share our wellbeing vision and launch our sessions.</p> <p>Parent communication must be timely so parents are aware of the sessions their child has chosen and will be taking part in</p> <p>Track feedback on the sessions via Student voice, student council, prefects. Share with SLT in regular agenda slots.</p> <p>Increase in attendance data, a gain in attainment data, reduction in behaviour points, increase in mindset points.</p> <p>Successful next step employment and education (prevention of NEET)</p>		<p>live attainment and behaviour data</p> <p>February 2021 session QA will take place</p> <p>Easter 2021</p> <p>May 2021</p> <p>July 2021– exit interview and formal review of workshops</p>
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