Swale
ACADEMIES
TRUST

COVID-19 Catch-up Funding - Spending Plan

School: Meopham

Summary Information					
No. students on roll:	859	**Amount of funding per student:**			£83.90
Catch-Up Funding Budget:	£59,120	**Trust top-up funding:**	£12,967	**Total catch-up funding:**	£72,087

Strategy Statement

Meopham catch-up priorities: How is it intended that the grant will be spent?

● **Teaching and whole school strategies:**

The priority is to provide the appropriate resources to allow students to catch up on the curriculum gaps they may have, and prepare year 11 and 13 students for the assessments that will be used to provide the evidence to be able to award these students final grades. Each subject has bid for the specialist equipment they require to best fulfill these priorities. Whether this is software applications, revision books, additional texts or training for staff, the impact will be that all students have ready access to the materials they require to fill individual gaps and support progress across all year groups and all subjects.

SEND students and new year 7 students are at particular risk of widening gaps in their learning in comparison to other students. Therefore training and learning programmes have been prioritised to provide these students with an academic programme that will both support and accelerate their learning in school.

Our whole school literacy priority remains a focus where all subjects are looking to further develop the use of tertiary vocabulary. Therefore a portion of the catch up fund has been spent on a programme that will allow all students to develop their subject specific vocabulary in such a way that their improvements can be supported and measured over time.

● **Targeted support:**

Practical subjects such as PE, Art and Music have been particularly disadvantaged as students have been unable to participate in practical activities that the curriculum would usually offer. Part of the catch up funding has been allocated to ensure that students are able to engage in practical elements of these subjects through the purchase of specialist equipment.
Practical subjects are a vital part of improving well-being, therefore we consider these subjects to offer more than just curriculum content. They offer students a form of expression, an opportunity to engage in activities that provide variety and change in their routines, and the opportunity to discover hobbies that will keep them mentally well for life.
We are also aware that some students will be suffering from increased poverty as a result of the pandemic. Therefore a portion of the funding will be used to allow such students to find or develop talent in music through the funding of peripatetic music lessons over the course of the next year.

● **Wider strategies:**

With the introduction of remote learning, entirely through online provision, blended learning is developing as key in delivering the curriculum, moving forward. The progress the school has made in providing high quality learning using IT as a teaching tool will be blended with traditional classroom methods as we return to full reopening. Our IT infrastructure is therefore a priority, and we have sought to develop this with part of the catch up funding. Replacing old computers in IT classrooms that can support up-to-date software packages will allow students to access key aspects of the curriculum, especially courses that have online exams and courses that require extensive IT use for coursework elements. The development of many curriculum subjects should not be hindered by limited IT facilities, therefore we have spent a portion of the catch up funding on additional computers that can be used by all subjects, bespoke to their curriculum needs.

Overall aims of the use of catch up funding:

No student should be disadvantaged by partial school closure. Our priority is to provide bespoke learning programmes and support that will allow all ages and abilities to achieve their potential with the support of their teachers. Curriculum leaders have been empowered to use this funding to access material and equipment to address knowledge gaps, improve the efficiency in the delivery of their subject and increase the well-being of our students through variety and balance.

How the impact of this expenditure on the educational attainment of those pupils at the school will be assessed:

Academic tracking of attainment through exams and assessments will always remain a key indicator of the success in these initiatives. However, there will also be other ways we will be able to measure the impact of this expenditure. The attendance at sports and creative clubs as well as the less tangible measure of our students' well being will also provide the school with information on the positive impact these strategies are having.

Achievement from starting points in all aspects of the curriculum will be closely monitored, largely from data drops and curriculum dives. Student and parent surveys will also be used to ascertain the development of students, both academically and emotionally to ensure the school is targeting support to those most in need.

Action Plan				
Teaching and Whole School Strategies				
Focus / Year Group	**Issue**	**Action**	**Intended Impact**	**Cost**
Whole School Literacy	Reaffirm the literacy focus of increasing tier 3 vocabulary with students in all year groups. In the current year 7 we have 68 students with a reading age below 10.11	Purchase of the online Spellzone programme, a spelling resource for all abilities, including SEN students.	The aim is to improve the spelling of tier 3 vocabulary across the whole school curriculum. This will highlight the importance of using these words more frequently in their written work, as well as emphasising the importance of using tier 3 vocabulary more consistently. The use of this vocabulary will not only accelerate attainment, but also allow students to access more challenging learning materials as they progress through the curriculum. Spellzone also supports students with low reading ages to improve basic spelling as identified for the NGRT testing. The aim is that the majority of these students will have a reading age within one year of their chronological age.	£399.99

MFL	Students need to have texts and revision materials at home, while remote learning, and also long term for independent study and revision.	Purchase of revision guides and workbooks for Years 9, 10 and 11	Students will develop independent study skills and will be able to revise and reinforce vocabulary and structures at home under teacher's guidance. This will support teaching and allow pupils to work towards better outcomes. Each pupil will receive a revision guide and a workbook, and access to exam style questions.	£3,366.38
Business	Students require revision resources at home to support their independent learning, as well as texts that are referenced during remote learning.	Subscription to an elearning course for students studying BTEC courses Teacher resources and revision guides for students	Students are able to access software from home or school to be able to master essential ICT skills from the curriculum. The revision guides have been provided to students to allow students to revise and complete exercises which are then discussed throughout the learning live experiences. The teaching packs enable the teachers to bring in videos and more interactive materials into the lessons to make online learning more engaging and applicable as they relate to specific case studies.	£1,292
Year 7/8 & SEND catch up	Many of the new year 7 intake will likely fall below expected literacy and numeracy standards due to partial school closures. In the current year 7 we have 68 students with a reading age below 10.11 SEND students have been most at risk of gaps widening between themselves and other students through remote learning.	Training of 3 teaching assistants in the delivery of catch up literacy and numeracy in Key Stage 3 Purchase of the online Rapid Plus programme and reading materials which supports EAL and SEN students with reading catch up	Year 7-8 Catch Up - quality first training of TAs to ensure there are high quality interventions led to support those students who need to make progress in these areas. Better intervention provision for students. Year 7-8 Catch Up - to close the gap on those students with reading ages below 11. The intended impact would be that all students make significant gains in their reading age (this is dependent on home learning engagement). There are also robust assessments which can ensure that impact is more closely monitored. The online package will also enable students to focus on their reading at home. Whole School Literacy - to improve the spelling of tier 3 vocabulary across the whole school curriculum. This will highlight the importance of using these words more frequently in their written work, as well as emphasising the importance of using tier 3 vocabulary more consistently.	£4050.47

English	Remote learning has inevitably caused the curriculum to be delivered more slowly. Students therefore need access to texts and revision materials on all the books they study in literature, as well as revision materials for English language.	Revision guides and workbooks for KS & 5 literature and KS4 language	**Year 11 -** all students will be able to revise, prepare and plan for their assessments - this will enable better outcomes from students as well as supporting them in their work from home. A guide will be provided for students so they access the correct materials needed for their controlled assessments. **Year 13 -** this will ensure all students have high quality revision documents to facilitate their LLE and assessments.	£5473.21
Humanities	Students need to have texts and revision materials at home, while remote learning, and also long term for independent study and revision.	History & Geography annual website subscriptions Year 10 GCSE Revision Guides Geography and History	The annual website subscriptions are for catch-up materials for all Key Stages. They provide resources, homework and revision booklets. This will help bridge the gap lower down the school and will also support greatly with the current Year 10 & 11. Year 10 has had the greatest disruption to their learning due to the pandemic and so the department has focussed on ensuring that these students have access to official revision guides to aid their learning.	£2400
Maths	Students in Year 10 and 11 need materials to study with, and revise from at home, both during partial school closure, and upon full reopening. Students need to be able to study independently on the specific gaps they have. In KS3 students have been unable to complete the full maths mastery course, therefore they require materials that will support in filling their knowledge gaps both in the classroom and at home.	Purchase of revision guides and workbooks for KS4 Purchase of catch up workbooks for KS3	Due to these workbooks all students will be able to revise, prepare and plan for their assessments. This will enable better outcomes from students as well as supporting them in their work from home. A workbook and revision guide will be provided for students so they access the correct materials needed for their controlled assessments. I have noticed a significant gap at the lower end of KS3 due to their gaps in education in school. Year 7 especially. These KS3 catchup books are going to have a significant impact on bridging the gap from KS2 to KS3.	£2224.50
Science	To improve attainment and fill knowledge gaps by introducing an interactive learning platform that will engage students at home, and allow them to assess their progress.	Software license for Science App for all students	This app will be used by students learning remotely, as well as for homework and revision when students return to school. Students learn through quizzes and short videos, using the mobile app or other online devices. Content is tailored to the exam board and is broken down into bite sized chunks and tailored to each user. The impact on all students is that from this we can identify what students know and where they need to focus their efforts, remotely.	£3,604.50

Focus / Year Group	Issue	Action	Intended Impact	Cost
			Accurate and immediate data-feedback on students' progress enables teachers to spend more time teaching and less time marking. Tassomai works on a principle of little and often. Studies have shown people learn more when they work for concentrated, short bursts every day, frequently switching between topics (interleaving) and returning to them at strategically timed intervals (spacing). Tassomai engages students through frequent quizzing or "low-stakes testing" and instant feedback which is proven to be the most effective way to embed knowledge.	
Health & Social Care	We want to ensure that all students have full access to the learning materials required for the course, whether in school or at home. This will allow students to improve attainment and address gaps in their knowledge.	Purchase of revision guides and workbooks for Key Stage 4 and 5	For the textbooks: firstly we need to limit sharing of books therefore we need enough for both year groups of year 10 and 11. With pupils being behind giving them access to the textbook will ensure we can teach certain topics quicker as they will have a resource in front of them. These can also be used for KS3 when we need to provide wet weather lessons and are unable to use indoor spaces to limit the spreading of COVID.	£6191

Targeted Support				
Focus / Year Group	**Issue**	**Action**	**Intended Impact**	**Cost**

Art	Students in all year groups have not been able to engage in practical Art lessons and therefore we require additional resources to focus on practical elements of the course, as we return to full opening.	Purchase of additional digital camera equipment for Art GCSE	Cameras and SD cards students will enable students to develop digital work as outcomes, conduct visual research as well as document work for digital portfolios. Laptops will support students in refining and experimenting with their photographic and digital work, support students building digital portfolios as well as enable them to conduct contextual research and word process the written component.	£1,307.80

3D Art	Students in all year groups have not been able to engage in practical Art lessons and therefore we require additional resources to focus on practical elements of the course, as we return to full opening. The addition of new equipment, such as a kiln will increase student engagement in the subject and increase the number of students attending pottery club. It will offer students a greater opportunity to express themselves, giving them a creative and emotional outlet, thereby supporting wellbeing.	Purchase of an electric kiln and clay	The purchase of a ceramic kiln for the Art Department will allow students across all key stages to further explore the possibilities of ceramic art. This will be particularly beneficial to students in KS3 who will have the opportunity to explore ceramic processes and techniques, while learning about the history of ceramic art and taking inspiration from both historic and contemporary ceramicists. So far, most students have learned about and experienced using clay in some way. In KS3, students have used a range of hand building techniques to create clay figures, bowls, pots and textured tiles. Students in KS4 and KS5 have also explored the use of clay to enhance their experimental skills relevant to their chosen theme as part of their coursework. The purchase of a kiln allows students to understand the ceramic firing process and explore glazing techniques, further expanding their knowledge of how ceramic work can be developed. The kiln will engage more students and improve wellbeing by encouraging a variety and balance in their academic and after school routines.	£ 3,094.80
Music	We wish to improve students' mental health by introducing music technology more readily within the music department.	Software and hardware for composing and recording.	Purchasing this equipment has enabled the development of music recording, composition, production opportunities as well as mixing skills with students through all key stages. This will also enable students to remind themselves of the benefits of studying music and creative subjects after having had such an extended period away from school where their focus may have inadvertently been on core subjects. This will help develop new technical skills as well as providing opportunities for students to develop, improve and maintain their wellbeing.	£2,558.70
Peripatetic music lessons	We wish to support the development of young musicians during a time of economic uncertainty.	tutoring for 5 students for 1 year	Students who would otherwise be unable to fund peripatetic lessons will be able to develop and foster their passion for music through one to one tutoring.	£2500

Focus / Year Group	Issue	Action	Intended Impact	Cost
PE	Students in all year groups have not been able to engage in team sports during periods of lockdown. Upon full reopening PE lessons will be increasingly held outside to comply to covid restriction guidelines. The pandemic has had a significant impact on students' wellbeing. Sport is an important outlet to combat stress and anxiety. Team sports are a vital way to address social skills which have not been able to develop during lockdowns.	Outdoor sports equipment, e.g. balls, nets, poles, and bibs. Ipads Improvements to outdoor facilities including repainting netball court lines and replacing goal posts.	More equipment allows more practical lessons take place, with less sharing, so will allow us to teach normal sports and limit the risk of spreading infection. This will ensure pupils can get back to following the schemes of work as close as possible. The IPADs are to support us filming and teaching practical lessons for virtual learning to give pupils a more personal learning experience. To reduce the number of lessons taught inside the netball courts can now be used for PE lessons and eventually clubs and matches. The improvement in PE facilities will increase student engagement and therefore numbers at sports clubs. Increasing participation means that we are addressing wellbeing needs through modelling balance and outlets to support good physical and mental health.	£8299

Wider Strategies				
Focus / Year Group	**Issue**	**Action**	**Intended Impact**	**Cost**
IT provision across the school	Outdated computers and a lack of mobile devices that are accessible for all subjects to use, now that blended learning is becoming an expectation across all subjects.	Purchase of 60 chromebooks with Google licensing.	This will allow for individual support for students who require a laptop for catch up support. Class teachers will be able to book a trolley of Chromebooks to use within their lessons to support the development of work already created in GC and online,as well as to aid the development of blended learning. Apps, strategies and tools used during remote learning can continue to be used as part of every day teaching and learning. Most BTEC courses require coursework to be completed on computers. With increasing numbers of students it is vital that these students have regular	£23,600

| | | Replacing computers in one IT room, | Remote learning has increased our reliance on students' capabilities using IT and requirements to access IT. The computers in room IT1 were old, and therefore slow. This limited the time students were able to be actively engaged in their learning. The refurbished machines that have been purchased have a quicker processing time and can be loaded with the up-to-date software other curriculum subjects are purchasing as well as the IT department. We also have an increasing number of students on courses, such as Finance, where the exams are set online, but cannot be completed on Chromebooks. | |