

The Tiffin Girls' School – COVID-19 Catch-Up Premium Plan 2020/21



Summary information					
School	The Tiffin Girls' School				
Academic Year	2020-21	Total Catch-Up Premium	£69,640	Number of pupils funded	896

Guidance

As a result of coronavirus (COVID-19), the government provided catch-up funding to schools. The allocation is £80 per pupil in KS3 and KS4. The grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

During the first lockdown, from Tuesday 18 March 2020, the school was able to continue to provide an extensive curriculum offer via Google Classroom and Google Meet, including live lessons. The curriculum for each year group and for each subject was adjusted to adapt to the differing circumstances that presented themselves. There was a very high attendance level and very few students disengaged from the learning process. During the summer term, we welcomed back every year group for one day to reintegrate back into school, see friends, discuss their mental health and gather feedback on their progress. When the school reopened in September 2020, each department eased the students back into learning and are continuing to closely monitor their progress. Attendance throughout the autumn term was high and students were fully engaged and motivated to learn. Since January 2021, the school has reverted to providing a full timetable of remote learning as a result of the nationwide lockdown.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). A link to the department's curriculum outlines is here <http://www.tiffingirls.org/Our-School/Academic-Departments.aspx>

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. We have used the areas contained within this as reference points, with the three key areas being as follows: Teaching and whole school strategies, Targeted approaches and Wider strategies. A large number of these are common practices within the school and are part of our ongoing provision. Below we've highlighted some of the main points as to how we achieve that.

Actions/steps we're taking that are part of the day to day running of the school:

- Supporting great teaching: In house personalised CPD driven by our teaching and learning leads, learning walks, teaching and learning reviews, personalised inquiry projects and general collaboration all contribute to a culture of great teaching. This is enhanced through the broader collaboration of schools across RBK. In addition, we have an extensive NQT provision which provides additional support and mentoring, especially in the role of form tutor.



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- Pupil assessment and feedback: ongoing assessment in class and through formal assessments feeds into progress analysis at each assessment point. There is follow up support either 1:1 or group work, and can be virtual, drop in or a regular lunchtime or after school provision. Furthermore, there are mentoring schemes in place for those students identified as requiring more targeted support.
- Transition support: we held extra transition events for Year 7 and Year 12 this year, following an extended time off of school, to ensure they were prepared for starting the new term. Extra activities have also been implemented to support this, for example, Thames Young Mariners team building event for Year 7, and coffee morning for new students. Every year we have parents' focus evenings that give an opportunity to the HT to present to the new parents' the school's vision and plans for the year ahead this year they were virtual.
- Daily monitoring of attendance is conducted (regardless of whether the school is fully or partially open) to ensure no child slips through the net and that there is appropriate provision of remote learning for those students self-isolating when the school is fully open
- Intervention programmes - Providing intervention/clinics/support sessions by teachers on a 1:1 or group basis are ongoing and starting sooner than usual. In addition, certain departments have set up peer mentoring with older students. Furthermore, we still seek to offer activities and events that go beyond the curriculum that inspire students and deepen learning. Students also have access to a myriad of different resources via Google Classroom and various department specific Google Sites.
- Extended day – we have a 1 hour lunchtime that provides a wealth of different opportunities for students to engage in different learning experiences, despite being in bubbles, and these continue after school. These are vital in broadening horizons, making friendships, developing new skills, building self-esteem and supporting students' mental health.
- Access to technology – the school introduced a Chromebook scheme for all students in Years 7 – 11 in July 2020 and have had to purchase more in order to ensure every child has access to one at school. Staff use technology to aid teaching and learning, providing access to targeted information and resources quickly and easily. This also dovetails with our use of Google Classroom and Google Meet as our key platforms for supporting remote learning.

Planned expenditure	
What we want to achieve	How
Providing the best teaching experience for the students, as nothing can replicate consistently high quality teaching. Therefore, it's imperative that teachers have the time to plan lessons and complete marking in their non-contact time, rather than cover lessons.	Additional cover supervisor to limit the amount of cover that staff have to do in order to ensure they can plan and assess to the best of their ability.
Ensure the appropriate intervention for those students that require additional literacy support outside of lessons	Extra time allocated to staff to run the literacy support group in school
Deliver the best mental health support possible within the school following the prolonged absence due to lockdown.	<ul style="list-style-type: none"> • The school has purchased more Educational Psychologist time through our local authority provision – Achieving for Children.

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	<ul style="list-style-type: none"> • The school has extended the hours of existing support staff that provide LSA support. • The school have committed to the placement of a clinical psychologist and associated costs for this role.
Provide appropriate access to technology and the adaptation of resources to our online platform, to ensure all students have access to the resources and materials they need to support their learning in school and from home	<ul style="list-style-type: none"> • Purchase Chromebooks to loan to students during lessons to access the resources provided via Google Classroom, Google Sites and Google Meet • Purchase Chromebooks for teachers so that they can adapt their Schemes of Learning to be accessed over Google Classroom
Implement an effective transition programme for new sixth formers	Deliver a transition team building day, as students were returning to education after a long break and also starting a different school
Upgrade the Wi-Fi to provide access for all students to the appropriate resources for learning in school and for staff to be able to deliver remote learning for students self-isolating	Upgrade Wi-Fi infrastructure, configuration, new licences, installation and cabling
Provide the best remote learning experience possible	Purchase the Google G Suite Enterprise package to support staff deliver their learning online
To ensure disadvantaged students have access to food to support them during their half term	Pay for free school meals during October 2020 half term
Provide revision sessions in school holidays to support students close the gap and further embed their knowledge	Pay teachers to deliver revision sessions during holidays