



Enfield Grammar School Catch Up Funding Strategy

In 2017-2018, Enfield Grammar School was allocated £8089.00 in funding as part of the Year 7 Catch Up initiative. This funding aims to help students who entered Year 7 with a SAT score of lower than 95 (level 4 in English, (reading) or maths, or both) to “catch up” to their peers during their first year of secondary education.

The funding has been used in numerous ways to develop students’ numeracy and literacy skills. One significant strategy is that for both Maths and English, there are key stage co-ordinators, through the HoDs, who are responsible for interventions for Year 7 students.

Interventions for year 7 include the close tracking and monitoring of all groups in year 7, targeted small group intervention classes to support students to catch-up in their learning (in addition to whole school differentiated lessons), the Lexia literacy programme and the Wellington Square reading programme.

In addition, these students receive both in class and 1-1 support from the Teaching Assistants and have access to homework clubs (at lunchtime and after school).

What effect has the “catch up premium” had to date on the attainment of pupils at Enfield Grammar School?

Catch-up strategies along with other whole school strategies have had a positive impact on student achievement.

Numeracy

Out of the 17 students in the targeted maths group last year:

- 3 students have an EHCP
- 4 students have SEN support
- 9 students are pupil premium
- 4 of the students have EAL

Out of this group of 17 students, 9 students achieved expected progress, 6 students exceeded their expected progress and 2 students were working at below expected progress.

In addition to the above progress scores the majority of students made significant steps in basic numeracy skills, learning their times tables and strategies to add, subtract, multiply and divide. Small class sizes and with a focus on multi-sensory approach offered an excellent transition for all of the students in this class.

Using strategies relating to the primary context, gave the students continuity and an opportunity to embed basic number skills, with lots of repetition and opportunities to ask and answer questions in a nurturing environment.

The Maths withdrawal classes will continue due to their high levels of success. Observations and monitoring of teaching and learning in these withdrawal groups shows outstanding provision and progress alongside the data.

Literacy Intervention

Out of the 26 students identified:

- 4 students have an EHCP
- 6 students have SEN support
- 13 students are pupil premium
- 8 of the students have EAL

Out of this group of students, 9 students achieved expected progress, 5 students exceeded their expected progress and 12 students were working at below expected progress.

In order to improve engagement, reading groups have been particularly successful with boys borrowing more books (improvement up 45%) and reading books more appropriate to their reading age. Unfortunately, doing this through the Accelerated Reader programme was not as effective as we would have liked, and so this has now ceased and we are now running the reading groups in the library supported by the Literacy Co-ordinator.

Where students have accessed the Lexia programme, their progress was at expected or exceeding expected in English. We will extend this provision for those already identified students and we will also continue to run this programme for future cohorts.