



ISAAC NEWTON ACADEMY

YEAR 7 LITERACY AND NUMERACY CATCH UP PREMIUM

Background

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2).

Reporting / publication requirements

The school must publish details of how it spends this funding and the effect this has had on the attainment of the pupils who attract it.

Year 7 literacy and numeracy catch-up premium allocation for the current academic year

In 2019-20, we received £11,061 to support the staff in ensuring that students whose key stage 2 levels were less than a 4 in maths and English maximise their potential and achieve top grades, in line with all students.

Details of how the school spent the allocation

| How the funding is spent |
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| We have a discrete one hour reading lesson in Year 7 in addition to five hours of English lessons in order to support the development of students' reading, comprehension, inference skills and to encourage them to read regularly to support their reading and literacy skills over time. Each lesson has a dedicated teacher plus a librarian. The cost of this is £14,000 |
| At Isaac Newton Academy, we place a high emphasis on out of hours learning. Our lowest attaining students are targeted to receive IL support and value the opportunity to talk through their IL with dedicated IL support teachers. The cost of this support is approximately £6000 per year. |
| Students arriving on the lowest levels in maths in Year 7 are placed in a significantly smaller maths group. 6 forms of entry are divided into 7 maths groups, with the lowest attaining group being the smallest. For 2019-20 the lowest attaining group had 15 students. The cost of this is approximately £6,000 per year |

Due to Covid 19 and the national lockdown, the strategies detailed above occurred for the autumn and spring term. In the summer term our capacity and strategies were focused to ensure all students had access to remote learning and that the PP students had access to a learning device (students were provided with a loan device as required) and regular phone calls to ensure they could access the curriculum and continue to make progress (depending on the student need the frequency of calls ranged from daily to weekly).

Impact of the funding on the attainment of students who attract the funding

We test the reading ages of all Year 7 students on entry to INA and then again at the end of the year to measure the impact of the reading programme. Students made considerable progress in reading over the course of the year. The number of students with a Reading Age below 11 years (who are also those scoring below L4 in English) fell by 20% from autumn to spring. At the end of Year 7, 30 students with the lowest prior attainment in English at the end of KS2 (below L4) achieved an average age-related grade of 3 in English. Students arriving on level 3 or below made at least +0.57 progress (average progress +0.79).



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At the end of Year 7 (spring 2 due to national lockdown), students arriving on a level 2 or below made +0.57 progress. Students ending Year 7 on the lowest age-related grades have been targeted for intensive small group interventions in the autumn term of Year 8. Historically, students arriving below level 4 in maths make outstanding progress from KS2 to 4 which can be seen by the GCSE outcomes which are well above the national average, for example 24 students who entered on a L3 in maths made +0.25 progress by Spring 2.