

Year: 2023-2024

Subject leader: Naomi Thomas

Governor Link: TBC



Vine Tree Primary School

Mathematics Impact Plan

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| **Outcomes from previous years** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Baseline | 74% GLD Maths | 48.1% ARE Maths  33.3% GD | 46.7% ARE Maths  16.7% GD | 58.6% ARE Maths  17.2% GD | 66.7% ARE Maths  4.8% GD | 76.7% ARE Maths  0% GD |

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| **Targets for July 2023** | | |
| End of EYFS: | End of KS1: | End of KS2: |
| In line with national  2023 GLD Maths 67% | In line with national  2023 70% ARE Maths 16% GD | In line with national  2023 73% ARE Maths 13% GD |

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| **Links to School Strategic Development Plan (Quality of Education)** |
| We will continually strive to achieve the school’s 5 Key Values through the formal curriculum and through all the other experiences offered to our children. High quality education will *raise the children’s standards of attainment*, enabling them to:   * develop their use of English and Maths which provide the foundation for all their other learning   Embed consistent whole school approaches to the teaching of writing and maths:   * Classroom environments will be developed and used consistently and effectively to promote literacy and maths skills across the curriculum (e.g. Working Walls with progression of knowledge, phonics displays, vocabulary displays, handwriting displays.) * Maths Leader to participate in the Sustaining Mastery group led by the Cheshire and Wirral Maths Hub to lead the development and improvement of teaching of Maths * English Lead (Reading Leader) and Maths Lead to continue to provide frequent coaching, CPD and monitoring of the teaching of whole class reading and language to improve pupil’s vocabulary.   In EYFS:  To continue to embed our Phonics / Writing and Maths strategies in combination with CPD partners to ensure:   * Improved outcomes in early writing, Reading and Maths |

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| **Rationale for the Impact Plan** |
| To build pupils confidence and resilience and ensure that they are fluent and have conceptual understanding of key mathematical concepts.  To ensure children can reason and problem solve in a range of mathematical contexts.  Ensure that children have a positive experience of mathematics and understand the value and the purpose of maths for every-day life. |

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| **Potential barriers to the Impact Plan** |
| New members of staff to the school in Reception and Year 6  Member of staff with increased teaching time in Year 1  New member of staff to year 3  Change in assessment of maths – use of DC Pro  Competition for intervention time with Reading  Higher than usual numbers of persistent absence (22.3%) – above national (9.9%). Above target of 13%. Some classes significantly affected.  Higher than local authority average number of pupils with EAL (16.8% compared to LA average of 7.7%)  Higher than average number of pupils on our provision map for SEN Support is above average at 14.7%.  56% of families experience social and economic disadvantage |

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| Intent | **Key Improvement Priorities for Mathematics** | | |
| **Priority 1:**  To ensure coverage of the maths curriculum and raise attainment in measurement at the end of KS2 and ensuring Intent and Planning documents are followed and embedded across the school. | **Priority 2:**  To fully embed and sustain staff knowledge of the teaching for mastery principles and the CPA approach. | **Priority 3:**  To ensure that gaps in children’s fluency skills are targeted and developed consistently throughout the school. |
| **Intended outcome for children**  Children are provided with a learning sequence that is progressive and has a starting point appropriate to their needs. They are supported and challenged appropriately.  Children able to retain their learning due to being given appropriate time to develop independence and confidence with key areas prior to moving on.  Children develop their fluency, reasoning and problem-solving skills.  Children are provided with regular opportunities to access the geometry, measure and statistics areas of the curriculum to ensure coverage and progression.  **Intended outcome for teaching/leadership**  Teachers are clear on what the measurement objectives are and what the track back for each of these is.  Teachers are clear on the progression to mastery and greater depth in all areas. Teachers are able to challenge and support children effectively.  Leaders are able to monitor whether the Intended curriculum is being delivered – intent document.  **Intended outcome for whole school**  Clear and consistent progression across the school in all areas. | **Intended outcome for children**  Children’s fluency will continue to improve.  Children will be able to apply previous knowledge to new skills.  Children will have a better understanding of Mathematical concepts.  Development of mental strategies.  Development of vocabulary.  Children will use models and images to help them to reason.  Children will have more independence within their independent work.  Children will have increased stamina for problem solving.  **Intended outcome for teaching/leadership**  Teachers will be more confident in helping children to apply previous understanding to key learning.  Teachers will be able to develop effective vocabulary through the use of concrete resources. Teachers will have a stronger understanding of reasoning and problem solving.  **Intended outcome for whole school**  Standards will be raised across the school – a greater percentage of children will be secure in the expected standard.  Increase in the use of mathematical vocabulary and reasoning.  Greater independence.  More resilience.  A higher percentage of children will reach greater depth. | **Intended outcome for children**  Gaps in children’s understanding will be recognised and addressed, with a focus on addition/ subtraction facts and times tables.  Children will have the essential critical knowledge required for their year group and retention of these skills will improve. This will then impact positively on reasoning and problem-solving skills.  **Intended outcome for teaching/leadership**  Teachers will be aware of the basics needed for the core content that needs to be delivered to ensure that children are fluent across the year.  Teachers will use AFL to form the focus for their fluency sessions.  Fluency will be targeted and focused to the needs of the pupils in the cohort.  **Intended outcome for whole school**  Attainment and retention of key fluency facts will be increased across the school. |
| **Evidence base** |  |  |
| **Priority 1:**  Intent documents  Teachers planning  Maths books  Learning walk  Staff Voice  End of term assessment | **Priority 2:**  Teacher planning (maths lessons and fluency sessions)  Arithmetic scores  Staff voice  Pupil voice  Maths books  Learning walk | **Priority 3:**  Post learning tasks  Formative assessment tracker (DC Pro)  Maths books  Fluency planning  Precision teaching  Staff voice  Pupil voice |

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|  | **Key Strategic Actions  (RAG rated during year)** | **Who/When?** | **Cost** | **Summary of Monitoring (Aut/Spr/Sum)** |
| **Priority 1:**   * Subject leader to share planning documents and provide access to the First 4 Math Academy. * Staff to use documentation for planning sequences of learning * Introduction of ‘Non-number Friday’ to ensure that time is created for coverage of geometry, measure and statistics curriculum * All staff to assess learning at the end of each unit using post-task assessments and formative tracking on DC Pro * Subject leader to monitor implementation of planning through book look, learning walk and pupil voice | NT – September INSET  All staff – ongoing  NT- Launch at September INSET  All staff to implement  All staff to implement  NT monitor through book look/ DC Pro  NT/SLT | £999 + VAT  HLTA class cover |  |
| **Priority 2:**   * Access to First 4 Maths academy training/ planning videos and half termly zoom sessions * Engagement in Sustaining Mastery * Staff meetings – planning, sharing good practice, cascade training from Maths Hub Sustaining Mastery, reasoning and problem solving focus * Subject leader to monitor through book looks and Learning walks during fluency sessions and maths lessons * Carry out staff voice questionnaire * Carry out pupil voice * Carry out parent workshops to ensure that parents can support children with their maths at home. | NT – September INSET  NT – termly  NT – termly  NT / SLT termly monitoring  NT – Autumn  NT – Spring  NT - Spring | £999 + VAT  Class cover to release NT  HLTA class cover |  |
| **Priority 3:**   * Re-launch of Mastering Number in Rec, Year 1 and Year 2 * Planned fluency sessions in KS2 in addition to the maths lesson (Daily 10) * Ongoing AfL using DC Pro formative assessment tracker to identify gaps * Ready to progress document to refer to in order to support gaps * Times Tables system launched and used to continually reinforce facts and identify gaps/ intervention required * Numbots used across the school to support development of + and – fact knowledge * Subject leader to monitor implementation of mastering number/ daily fluency | NT launch – GM, LT, SS and TW to teach  NT, AH, EW, DW and SS to teach  All teachers  NT to share/ First 4 Maths Academy  Staff meeting  All teachers to implement  NT to launch. Teachers to share passwords etc.  NT | £275  HLTA class cover |  |

Implementation

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|  | **Evaluation of impact (Autumn/Spring/Summer)** | **Next steps** |
| **Priority 1:** | **Autumn**  **Spring**  **Summer** |
| **Priority 2:** | **Autumn**  **Spring**  **Summer** |
| **Priority 3:** | **Autumn**  **Spring**  **Summer** |
| Reported to SLT/Governors (date): | |

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