

Year: 2024-2025

Subject leader: Naomi Thomas

Governor Link: TBC



Vine Tree Primary School

Mathematics Impact Plan

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| **Outcomes from previous years (2023-24)** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Baseline | GLD 77%  Maths 83% Expected | 44% ARE  26% GD | 59% ARE  19% GD | 39% ARE  22% GD | 45% ARE  17% GD | 11% ARE  11% GD |

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| **Targets for July 2025** | | |
| End of EYFS: | End of KS1: | End of KS2: |
| At least in line with national/ last year  2024 GLD Maths 77% | At least in line with last year  2024 59% ARE Maths 19% GD | At least in line with national  2024 64% ARE Maths 14% GD |

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| **Links to School Strategic Development Plan (Quality of Education)** |
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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 Year 5  Change of staff in Year 4 and 6  Change in assessment of maths – use of DC Pro  Competition for intervention time with Reading  Increasing number of pupils with EAL 19.5% (has risen from 10.2% in 2016)  The proportion of our pupils on our  provision map for SEN and SEN Support is above average at 19.4%, National 13.4%.  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 effective use of First 4 Maths learning journeys across the school. | **Priority 2:**  To ensure gaps in children’s fluency skills are identified and targeted through effective intervention. | **Priority 3:**  To ensure that assessment is meaningful, purposeful and has impact upon pupil learning and progress. |
| **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 required learning is for each objective.  Teachers have appropriate resources to enable pupils to become fluent in each objective before moving on.  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**  Gaps in children’s understanding will be recognised and addressed, with a focus on addition/ subtraction facts and times tables.  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 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**  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**  Children will have the essential critical knowledge required for their year group and retention of these skills will improve.  Children will have a good understanding of things that they need additional support with or practice of.  **Intended outcome for teaching/leadership**  Teachers will have a clear picture of the strengths and areas for development within their cohort.  Teachers will be able to discuss how they will address areas of development and ensure that priority is given to children who are falling behind.  Progress meetings will be used to inform leadership on targeted intervention and areas for development within each cohort.  The summative assessment method used will inform teaching and learning.  **Intended outcome for whole school**  Summative assessment across the school is consistent. |
| **Evidence base** |  |  |
| **Priority 1:**  Intent documents  Teachers planning  Maths books  Learning walk  Staff Voice  Pupil Voice | **Priority 2:**  Teacher planning (maths lessons and fluency sessions)  Arithmetic scores (half termly)  Staff voice  Pupil voice  Maths books  Learning walk  Precision teaching/ intervention folders | **Priority 3:**  Post learning tasks/ assessments  Formative/ summative 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, learning journey and provide access to the First 4 Math Academy. * Staff to use documentation for planning sequences of learning and incorporation of learning journeys and resources * Continue to use ‘Non-number Friday’ to ensure that time is created for coverage of geometry, measure and statistics curriculum * Subject leader to monitor implementation of planning and learning journeys through book look, learning walk and pupil voice * Use of First 4 Maths half termly zoom sessions to support staff with the implementation of learning journeys | NT – September Staff meeting  All staff – ongoing  NT- Launch at September staff meeting  All staff to implement  NT monitor through book look/ DC Pro  NT/SLT | £999 + VAT  HLTA class cover | **Autumn**  During book looks at the end of the Autumn term, all staff were using the First 4 Maths resources as part of the children’s learning journey.  Non-number Friday was being planned and delivered in most classes.  **Spring**  **Summer** |
| **Priority 2:**   * 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. * Provide training for TAs on effective intervention * Provide training for all teachers on effective use of resources to provide intervention * Raise the profile of Times Tables across the school * Ensure the teaching/ ongoing assessment of Times Tables is consistent * Clarify the expectations for times tables in KS1 * Continue using Mastering Number in Rec, Year 1 and Year 2 * Planned fluency sessions in KS2 in addition to the maths lesson (Daily 10) * 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 | NT – termly  NT – termly  NT / SLT termly monitoring  NT – Autumn  NT – Spring  NT – Spring  NT-Spring  NT – Autumn  TTRS launch Autumn  NT – Autumn/ Spring/ Summer  NT - Spring  GM, LT, SS and TW to teach  NT, DW, SS, ES and AH to teach  NT to launch. Teachers to share passwords etc. | £999 + VAT  Class cover to release NT  HLTA class cover | **Autumn**  NT attended TRG 1 of Sustaining Mastery 5th November  Staff meeting delivered 1st October regarding First 4 Maths update, new learning journeys, Flashback 4 and Daily 10  Staff meeting delivered 19th Nobember regarding Oracy and Sustaining Mastery.  Mastering Number has continued in Rec, Year 1 and Year 2  TTRS and Numbots logins shared across school  TTRs and Numbots stars celebrated in weekly assembly  **Spring**  **Summer** |
| **Priority 3:**   * Ready to progress document to refer to in order to support gaps * Subject leader to monitor implementation of mastering number/ daily fluency * Identify effective assessment strategy that informs planning and teaching as well as providing quantitative data that can be used for tracking purposes * Gather pupil voice and staff voice to inform decision making regarding assessment | All teachers  NT  NT/SLT Autumn  NT Autumn | Cost of chosen assessment | **Autumn**  Assessment was re-evaluated and amended to reflect the preferences of staff. Changed from end of term formative assessment of Maths to end of term Summative assessment using NTS Maths Assessments.  **Spring**  **Summer** |

Implementation

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|  | **Evaluation of impact (Autumn/Spring/Summer)** | **Next steps** |
| **Priority 1:**  Monitoring has shown that the teaching of maths is being carried out using the First 4 Maths academy resources and the learning journeys. There are some cases where this can be amended to ensure that all children are achieving their potential through adaptive teaching, additional fluency practice, intervention or greater challenge. | * To further monitor implementation using learning walks and ensure that resources are being used effectively within the lesson and that non-number Friday is being implemented consistently. * Identify possible interventions that can be used to support learners to keep up with learning. |
| **Priority 2:**  Engagement with Sustaining Mastery programme has led to the development of Discussion Guidelines across the school. Staff are becoming more confident at talking about Oracy and how it can be implemented in Maths, and across the curriculum.  Times Tables and Numbots are being utilised and were re-established using a TTRS dress a Rockstar day. Different children each week receive certificates for improvement in assembly.  Children are being given the opportunity to embed and revisit learning through daily fluency sessions within Mastering Number or Daily 10. | * Carry out monitoring of Daily 10/ Mastering Number to ensure consistency * Evaluate the times table policy with staff. Make amendments as possible to ensure that times tables is taught and practiced consistently. * Introduce Step up to… interventions in KS2 * Carry out parent workshops including Mastering Number at home in KS1 and Reception |
| **Priority 3:**  Assessment procedures have been amended for gathering end of term data which means that quantitate data can be analysed and pupils mapped carefully. MARK reports can provide insight into gaps in pupils learning that can be addressed through flashbacks or fluency sessions. | * Carry out monitoring of daily fluency sessions/ mastering number to ensure consistency. * Carry out staff voice. |
| Reported to SLT/Governors (date): | |

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