

**2.0: The attainment and progress in Maths to grow for all pupils, specifically GDS and borderline children (including SEND and PP); ensuring more children meet and exceed the standards set at the beginning of the academic year:**

**TARGET:** To ensure children whom are identified as borderline EXS and borderline GDS achieve their full potential, therefore 73+% of all children to achieve EXS+ by the end of the academic year (currently 69% as of 17/07/23) and 22%+ to be at GDS (currently 7% as of 17/07/23)

- 1. To increase the number of children achieving GDS in Maths across the school, to be in-line with National Expectations KS1: 15% (2022) 22% (2019) KS2: 23% (2022) 27% (2019)
- To increase the number of children achieving EXS in Maths across the school, to be at least in-line with National Expectations.
- To increase progress of SEND/lowest achieving 20% children including PP across whole school.
- Teachers to ‘develop pupils’ ability to set out their mathematics systematically and explain their thinking clearly’ **OFSTED May 2019**
- To plan for and ensure a wide range of reasoning activities and problem solving opportunities are provided for children within and outside of the Maths lesson; in order to raise attainment achieved within the EOY/EOT assessments and KS1 & KS2 reasoning papers
- To raise the profile of Maths in school and in the wider community

**Target 1:** To increase the number of children achieving GDS in Maths across the school, to be in-line with National Expectations

**Outcome:** Stretch interventions and planned mathematical class work to ensure that more children are achieving GDS across the school and is in line with KS1 and KS2 NE  
KS1: 15% (2022) 22% (2019) KS2: 23% (2022) 27% (2019)

Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24
Children who are currently working at GDS or have been working at GDS previously or show the capacity to achieve GDS, to be identified for stretch work	All teachers	Data from the summer term used to identify GDS and potential GDS children and list created (Mtg with RA on 11/05/23)	The number of children achieving GDS has increased from the previous term (7%) to at least 10%+ (11% achieved)		
All identified GDS children, across the school, to have a timetabled weekly ‘stretch’ session	MS & NO	MS to share list of identified children and plans for ‘stretch’ children (Staff mtg 22/05/23) Intervention timetables sent to MS prior to the autumn term beginning, to check			

		interventions are planned in Intervention impact monitoring (13 & 16/11/23)	There are a greater number of children who have the potential to achieve GDS and in targeted 'stretch' groups to help achieve this		
Within Maths lessons, set work and challenges must have the capacity to 'stretch' the children and offer opportunities for mathematical depth (planning)	All teachers	Planning identifies 'stretch' for identified GDS children Intervention impact monitoring (13 & 16/11/23)			
Specific resources identified and purchased to support the children in stretch sessions, outside of the Maths lesson	MS	MS to order required resources (Arrived 15/05/23)			
			<b>EOT assessments &amp; Tracking document</b>		
Weekly Challenges set for each class (on working walls), to provide regular opportunities for <b>all</b> children to apply their learning and stretch themselves further	MS to source challenges All teachers to display	MS sourced, gathered & laminated challenges, and distributed to class teachers (Staff mtg 22/05/23)	Evidence of <b>some</b> children attempting set weekly challenges, with accuracy		
			<b>Book scrutiny</b>		

**Target 2:** To increase the number of children achieving EXS in Maths across the school, to be at least in-line with National Expectations.

**Outcome:** Whole school EOT assessment data and KS2 SATs results will show children identified as borderline EXS are in line to achieve set expectations at each crucial assessment point

Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24
All borderline children who are struggling due to confidence and do not require a specific targeted intervention, are correctly identified for pre-teach sessions	All teachers	Data from the summer term and discussions with staff used to identify children who are borderline EXS who would benefit from pre-teach sessions	The number of children achieving EXS+ has increased to 71+%, showing the		

			impact of pre-teach sessions (77% achieved)		
			EOT assessments & Tracking document		
Class teachers to plan for and add to timetables, daily pre-teach sessions, all to take place, for every class, first thing in the morning	All teachers	Intervention timetables sent to MS prior to the autumn term beginning, to check interventions are planned in			
			Info on Google drive		
Discussion time between class teachers and TA's, so all are aware of what to include in each pre-teach session and ensure opportunities are provided for the children to practice questions, prior to the Maths lesson	Teachers & TA's	Teachers to plan in time to identify who will take each session and what each session will entail			
			Teacher discussions/staff mtgs		
Regular book looks and assessment opportunities will regularly identify impact made and any further children who will require this intervention	Teachers & TA's	Book scrutiny to identify impact of pre-teach and identify any children who no longer need this intervention and any new children that may require this support (16/10/23)  Intervention impact monitoring (13 & 16/11/23)	Most pre-teach children are demonstrating a more confident approach to their learning and are achieving success in their class work		
			Book scrutiny & discussions with pupils		

**Target 3:** To increase progress of SEND/lowest achieving 20% children including PP across whole school.

**Outcome:** Whole school EOT assessment data will show all children who are receiving targeted interventions are making enhanced progress in their learning and more children are achieving EXP/EXS.

Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24
Those children working at EXP/EXS or EME/WTS and whom require specific targeted support are identified and appropriate interventions are identified to achieve maximum success	MS Class teachers	Data from the summer term used to identify WTS & PYG children 17/07/23 Discussions with teachers to identify appropriate interventions to be used (Staff mtg 14/07/23)	The number of children achieving EME/EXS+ has increased to 71+%, showing the impact of targeted interventions (77% achieved)		

			EOT assessments & Tracking document		
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Appropriate interventions are put in place for the directed time each week and are shown on intervention timetables, indicating which children will receive this support and whom will be teaching the children	Class teachers & TA's	Intervention timetables sent to MS prior to the autumn term beginning, to check interventions are planned in			
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			Info on Google Drive		
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Entry and exit assessments taken and all results recorded and saved	Class teachers & TA's	TA's to upload entry and exit data on the drive: Teachers – Subjects – Maths – Intervention data – 2023-2024 MS to check data after interventions completed to note impact made	Exit data for those children (SEND and borderline) that have completed the set interventions show a 'good' improvement		
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			<p>on the entry data, with Maths Ages improving and SS closer to 100, being achieved</p> <p>Exit data shows all children have made at least 4m+ progress</p>		
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			<b>Info on Google Drive</b>		
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<p>Work in class and regular assessment opportunities to show how successful these interventions have been and how this has impacted the children's learning</p>	<p>MS Class teachers</p>	<p>Intervention impact monitoring (13 &amp; 16/11/23) EOT assessment data analysis to record impact (11/12/23)</p>	<p><b>Most children who are receiving a set intervention are demonstrating a more confident approach to their learning and are achieving success in their class work</b></p>		
			<p><b>Book scrutiny &amp; conversations/ observations of children</b></p>		

**Target 4:** Teachers to 'develop pupils' (including SEND & PP) ability to set out their mathematics systematically and explain their thinking clearly' **OFSTED May 2019**

**Outcome:** All children (including SEND & PP), have a clear and systematic approach to their learning, enabling them to explain their mathematical and reasoning to others and to identify errors made with ease

Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24

Ensure plenty of practice and modelling of using the 'most efficient method', identifying calculations that can be solved in different ways, but identifying the smallest number of steps, in order to be ensure the creation of efficient and competent mathematicians	Class teachers	Discussion with staff regarding the 'most efficient method' and the importance of showing this to the children to aid systematic learning (26/05/23)	Class work and EOT assessments show most children identifying and using the most efficient method for the given calculation		
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			EOT assessment papers		
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Planning checked to identify regular opportunities are provided for all children to show their own workings	MS	Planning scrutiny for next year (13/06/23)	All class planning shows a marked reduction in the use of worksheets with consistent opportunities for children to show their own work		
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			Book scrutiny		
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Planning adapted, where necessary, to enable the children to write their own calculations and show their own workings in their books, to avoid a reliance on worksheets	MS & class teachers	Time to work with teachers to adapt planning, if necessary (13/06/23)			
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			Class plans & book scrutiny		
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A significant reduction in worksheets across all classes, worksheets only to be used for scaffolding and when essential (e.g.	Class teachers	Time to work with teachers to adapt planning, if necessary (13/06/23)			
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challenges, filling in boxes, etc.)					
			<b>Book scrutiny</b>		
Teachers to ensure they show how to set work out correctly, in order to show clear, systematic thinking and to allow errors to be noted easily	Class teachers	Reminders of expectations (Staff mtg 22/05/23) Teachers to consistently share and demonstrate with children	<b>Most books show work is clearly and systematically laid out</b> <b>Some evidence of children identifying errors made and self-correcting</b>		
			<b>Book scrutiny &amp; lesson drop ins</b>		
Time to be provided for all children to correct any errors/misconceptions they may have. These calculations to be shown by the side of the original calculation	Class teachers	Reminders of expectations (Staff mtg 22/05/23)			
			<b>Book scrutiny</b>		

**Target 5:** To increase ALL children’s reasoning and problem skills - in order to raise attainment achieved within the EOY/EOT assessments and KS1 & KS2 reasoning papers.

**Outcome:** ALL children’s scores on EOT assessments and KS1 and KS2 SATs, show a marked increase in the number of marks achieved for the reasoning papers

Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24
All Maths lessons have regular planned reasoning and problem solving opportunities, through 10MM, the main lesson and set challenges	All teachers	Planning scrutiny for next year (13/06/23)	<b>All class planning shows evidence of reasoning and</b>		

			problem solving activities		
			Planning scrutiny & book look		
Continued half-termly planned Maths investigations, to enable the children to put all their learning into practice and to develop their problem solving skills	All teachers	Action Plan focus areas shared, along with set expectation for the new academic year (Staff mtg 22/05/23)	Set activities show evidence of <b>most</b> children applying their learning in context		
			Table of activities on Google Drive		
Weekly Challenges set for each class (on working walls), to provide regular opportunities for <b>all</b> children to develop their reasoning and problem solving skills further	MS to source challenges All teachers to display	MS sourced, gathered & laminated challenges, and distributed to class teachers (Staff mtg 22/05/23)	Evidence of <b>some</b> children attempting set weekly challenges, with accuracy		
			Discussions with children/staff		
KS2 to have fortnightly reasoning sessions; practising real assessment/SATs questions, to enable the children to see the types of questions that come up and have regular opportunities to solve these, with teacher support	KS2 class teachers	MS created file for Ravens' class using past KS2 SATs reasoning questions 15/05/23 MS to create or help create a folder for Kingfisher class	EOT assessments show 71+%+ of all children from Y1 to Y6, to be meeting ARE+ on the reasoning papers (77% achieved)		
			EOT assessments & Tracking document		

**Target 6:** To raise the profile of Maths in school and in the wider community

**Outcome:** For all children to become excited and passionate learners of Maths and to see the importance of Maths in everyday life



Actions	Lead	Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)	Impact Indicators		
			Autumn 23	Spring 24	Summer 24
Each class to choose one child for a Maths Award each week, to recognise their abilities and progress within Maths	Teachers & TA's	Discussed with RA and introduced as from 15/05/23 New certificates purchased & distributed 18/05/23	Wide range of children being celebrated for a wide range of mathematical achievements, across the school		

			<b>Weekly/half-termly assemblies</b>		
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An annual Maths Café to be established, to enable children to understand and use Maths in everyday life, and to forge links with the wider community	MS & NO	Date added to the diary for next academic year (19/06/24) Time for MS and NO to meet and arrange	All children able to apply their learning in everyday contexts and understand the importance and impact of this for their adult lives		
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Y5/6 to take part in the Virgin '£5 Grow' project each year, to identify and create a product to make a profit from	MS	MS to register in the new academic year and add date to the diary (June 2024) (Sep 2023)			
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To establish an annual Maths competition with our cluster schools or take part in an annual online Maths competition, to enable	MS	MS to email Nick Rice (Greenford) to discuss possibility and create cluster competition	<b>Most children enjoy their Maths learning and are able to</b>		
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children to become excited and competitive with their Maths learning		MS to research Maths competitions for the 2023-24 academic year	showcase their abilities in a competitive way  Mathematical friendships are explored & developed with children from other schools		
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			<b>KF &amp; Ravens' classes competed online Maths Competition during Maths Week</b>		
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To create a team of Maths Ambassadors to promote and take responsibility for Maths learning and challenge across the school	All teachers	MS to ensure teachers chose 2 members of the class as Maths ambassadors, whose responsibilities will include picking the weekly class challenge; aiding with the Maths Café, etc.	Chosen children are excited about their Maths responsibilities and are encouraging and supporting others in their Maths learning journey		
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			<b>Maths board in hall Discussions with children</b>		
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To engage parents in our learning of Maths at Stickland's	MS	MS to update the website to provide documents to support and aid parents with their Maths learning, in order to support and help their children  Planned opportunities for Maths within Parents' Information Evenings	More parents are asking for support and guidance with Maths  A higher number of parents are attending planned meetings/workshops		
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			<b>Guidance on school website</b>		
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