

Focused Priority 1	All pupils make at least expected in year progress for mathematics Explicit teaching of foundational skills enables pupils to make deeper connections in their maths knowledge through a mastery approach focussed on reasoning and problem solving.
What will be different for children (emphasise learning & achievement)?  Ofsted category cross reference: 01 02 04 05  Ofsted Areas requiring improvement: TLA&O 1, 2, 3 and 4. B1. EY1	All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved, interventions will be in place to support children to catch up. Teaching will follow a mastery approach, focusing on whole class teaching where children master foundational skills and then use these skills to reason and solve problems. This will enable pupils to make deeper connections in their mathematical knowledge. Where needed, pre teaching will be used to ensure that all children can access the content of the lesson. Work is differentiated through depth, ensuring that all pupils make progress. Vocabulary will be taught explicitly and children will be confident to explain their reasoning using the correct mathematical vocabulary.

Targets	Success criteria
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Year Group	ARE Baseline attainment July 2018 (SAS)	ARE Target attainment July 2019 (Educater)	December 2018	April 2019	July 2019
1	62% (2%)	67% (7%)	Target 62% (2%) Actual	Target 65% (5%) Actual	Target 67% (7%)
3	73% (7%)	73% (8%)	Target 73% (7%) Actual	Target 73% (7%) Actual	Target 73% (8%)
4	47% (14%)	67% (14%)	Target 56% (14%) Actual	Target 61% (14%) Actual	Target 67% (14%)
5	57% (0%)	69% (10%)	Target 60% (3%) Actual	Target 64% (7%) Actual	Target 69% (10%)

Educator Progress	Y1	Y2	Y3	Y4	Y5	Y6
December 2018	Target 0.67 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual
April 2018	Target 0.67 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual
July 2018	Target 0.66 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual

Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (TA)	2017 EYFS EXP+= 63% GDS= 3%	EXP+ = 70%  GDS = 10%	Target:25% Actual:	Target:40% Actual:	Target:55% Actual:	Target:70% Actual:
			Target GDS:0% Actual:	Target GDS:2% Actual:	Target GDS:6% Actual:	Target GDS:10% Actual:

- 🎯 Pupils use age appropriate methods of calculation (written and mental) with fluency. (SC1)
- 🎯 Pupils can choose efficient methods and can explain how they calculate. (SC2)
- 🎯 Pupils can solve a range of contextual problems using different methods of calculation and the bar model. (SC3)
- 🎯 Teachers plan small steps and teach them to the whole class, using a range of models, images and apparatus. (SC4)
- 🎯 Teachers check understanding carefully and put interventions in place for pupils who are falling behind. (SC5)
- 🎯 Pupils are challenged, using techniques such as stem sentences and formal vocabulary teaching, by questions that increase the cognitive demand. (SC6)
- 🎯 Improvements are evident from analysis of QLA strands from 2018 (fractions, decimals, percentages etc) (SC7)
- 🎯 A clear focus on foundational times table learning (tackling tables) enables pupils to demonstrate secure

<b>Y6 (TEST)</b>	<b>KS1 APS/FFT starting point has been used to forecast targets.</b>	<b>EXP+ = 75%</b>  <b>GDS = 15%</b>	Target:30 % Actual:	Target:45 % Actual:	Target:60 % Actual:	Target:75 % Actual:
			Target GDS:0% Actual:	Target GDS:5% Actual:	Target GDS:10% Actual:	Target GDS:15% Actual:

- knowledge, moving closer to national expectations (SC8)
- Targeted CPD and regular monitoring and feedback improve the quality of teaching and learning and improvements in outcomes (SC9)
- Mastery Maths Hub working party strategies successfully implemented in school (SC10)

	<b>Baseline attainment October 2018</b>	<b>Target attainment July 2019</b>	<b>December 2018 (target)</b>	<b>March 2019 (target)</b>	<b>July 2019 (target)</b>
<b>% children at age bands for number</b>	8-20 – 16-26 – 22-36 – 30-50 – 40-60 –	ELG – ELG Exc –	8-20 –(% target) 16-26 – 5% target) 22-36 –(% target) 30-50 –(% target) 40-60 –(% target) ELG- (% target)	16-26- (% target) 22-36 – (% target) 30-50 – (% target) 40-60 – (% target) ELG – (% target) ELG Exc - (% target)	16-26 – 22-36 – 30-50 – 40-60 – ELG – (% target) ELG Exc – (% target)

<b>Key People</b>	<b>Funding &amp; Resources</b>
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Linda Embling – Mathematics improvement leader.

Jane Wall – Pupil premium champion

Sarah Whiteman – Vice principal – EYFS strategic leader.

Jo Costanzo – PiXL lead

Ian Pearson – Inclusion Manager

Hayley Scargill – lead trainer for Educater assessment core subjects

- Tackling Tables – times table scheme (£170)
- White Rose Maths Hub scheme (free)
- Investment in PiXL membership
- Quality concrete resources
- Maths Mastery Programme

<b>Actions (and those responsible)</b>	<b>Who monitors?</b>	<b>Who evaluates? *</b>	<b>When</b>	<b>Check</b> <small>Date when completed</small>
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Participation in the Maths Hub mastery work group by LE and DH. (SC10)	LE	SMT	Sept onwards	
Analysis of QLA for KS2 2018 tests, PiXL tests Y3, Y4, Y5 and KS1 tests carried out and used to inform planning and training requirements during the year (SC7)	LE	SMT	Sept  Ongoing CPD	
Investigate, analyse and action to address any current lower attainment by girls in comparison to boys	LE	SMT	Nov and ongoing	
Through training and regular monitoring ensure all staff have a shared understanding of expectations of presentation of work in mathematics books. (SC9)	LE	SMT	September December April	

			& ongoing	
Training for teachers on planning successful lessons, focusing on misconceptions, small steps and developing conceptual understanding. (SC3 & SC9)	LE	SMT	Oct, March,	
Quality assure Tackling Tables outcomes termly and challenge and support class teachers where necessary (SC8)	LE	SMT	Oct/Dec/ March/May/July	
Pupils in vulnerable groups tracked carefully in mathematics and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles) (SC5)	JW/IP/LE	SMT	Dec/March/July	
Implement new assessment system (Educater). Training in September led by HS and moderate teacher assessments against evidence of pupil work (see focus priority 4 for details) (SC5)	LE	HS	Sept and ongoing.	
Monitor and evaluate the use of White Rose and PiXL assessments and ensure staff are using the information to inform good quality planning and teaching. Individual feedback and improvement points given to ensure expectations are met (SC9)	LE	SMT	Dec/March/July	
Alongside good quality mathematical questioning, introduce the use of stem sentences and formal vocabulary teaching pedagogy to build up the use of specific mathematical vocabulary. (SC6)	LE	SMT	December	
Training to develop the use of mathematical variation in children's work to ensure they develop connections between concepts to deepen their understanding (SC9 & SC10)	LE	SMT	April, July	
Staff training to ensure a variety of accurate models and images are used to develop conceptual understanding (SC4)	LE	SMT	January.	
Learning walk focusing on the quality of working walls, Individual feedback and improvement points given to ensure expectations are met (SC9)	LE	SMT	Oct/March	
Learning walk focused on use of mastery strategies in lessons, Individual feedback and improvement points given to ensure expectations are met (SC9 & SC10)	LE	SMT	Dec/ April	
Monitoring of planning and work in books. Individual feedback and improvement points given to ensure expectations are met (SC1, SC2 & SC9 and evidence of other improvement strands)	LE	SMT	Dec/Mar/ June	
Pupil voice to demonstrate pupil understanding of the work they are completing, the concepts they are covering and the strategies they are selecting (SC2 and evidence of other improvement strands)	LE	SMT	Dec April	

**Evaluation:**

\*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

**December 2018:**

**April 2019**

**July 2019**