

<p>Focused Priority 4</p>	<p>Standards in Mathematics</p>						
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p>	<p>Mastery approaches are embedded across the school, supporting pupils to confidently speak in full sentences, using correct mathematical vocabulary. Larger objectives are broken down into small steps, enabling all pupils to grasp new concepts and develop fluency. All pupils have regular opportunities to reason and to apply the learnt skills in problem solving. Due to the teaching of small steps and the focus on fluency for all, pupils will make good progress from their starting points. Standardised assessments will show that pupils achieve at a similar level as their peers nationally.</p>						
<p>Targets</p>						<p>Success criteria</p>	
<p>Year Group</p>	<p>Baseline attainment</p>	<p>Target attainment July 2020</p>	<p>Dec 19</p>	<p>Feb 20</p>	<p>Apr 20</p>	<p>July 20</p>	<p>SC1: Teachers identify prerequisite knowledge for the small steps and ensure that pupils are secure on this before moving on.</p> <p>SC2: Teachers use AFL to identify if a small step has been successfully taught before moving on.</p> <p>SC3: Teachers understand how cognitive demand and working memory impacts on their teaching and plan to avoid cognitive overload.</p> <p>SC4: Teachers carefully plan a progression of fluency with intelligent practise, reasoning and problem solving.</p>
<p>Y1 boys – 27 children</p>	<p>2019 EYFS EXP+=54% GDS=12%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	
<p>Y2 (TA)</p>	<p>2018 EYFS EXP+= 62% GDS= 2%</p>	<p>EXP+ = 67% GDS = 11%</p>	<p>Target ARE+:58% Actual ARE+:%</p>	<p>N/A</p>	<p>Target ARE+:62% Actual:</p>	<p>EXP+: 67% Actual:</p>	
			<p>Target GDS:0% Actual: %</p>	<p>N/A</p>	<p>Target GDS:5% Actual:</p>	<p>Target GDS: 11% Actual:</p>	
<p>Y6 (TEST)</p>	<p>KS1 APS/FFT starting point has been used to forecast targets.</p>	<p>EXP+ = 70% GDS = 20%</p>	<p>Target:28% Actual: %</p>	<p>Target:40% Actual:%</p>	<p>Target:55% Actual:</p>	<p>Target: 70% Actual:</p>	
			<p>Target GDS:5% Actual: %</p>	<p>Target GDS:10% Actual:%</p>	<p>Target GDS:15% Actual:</p>	<p>Target GDS: 20% Actual:</p>	
<p>Y6 Girls – 28 children</p>	<p>As above</p>	<p>EXP+=75% GDS=7%</p>	<p>Target=32% Actual=29% Target=0%</p>	<p>Target=45% Target=0%</p>	<p>Target=57% Target=0%</p>	<p>EXP=75% GDS=7%</p>	
<p>Y6 LPA – 12 children</p>	<p>As above</p>	<p>EXP+=42%</p>	<p>Target=8% Actual=0%</p>	<p>Target=17%</p>	<p>Target 25%</p>	<p>EXP+=42%</p>	
<p>Y6 PPG – 24 children</p>	<p>As above</p>	<p>EXP+=70% GDS=8%</p>	<p>Target=29% Actual=21% Target=0%</p>	<p>Target=45% Target=0%</p>	<p>Target=57% Target=4%</p>	<p>EXP=70% GDS=8%</p>	
<p>Key People</p>						<p>Funding & Resources</p>	
<p>Linda Embling, Danni Holmes</p>						<ul style="list-style-type: none"> • TT rockstars • Tackling Tables • Concrete resources to support fractions work. • Subscription to deepening understanding. 	
<p>Actions (and those responsible)</p>				<p>Who monitors?</p>	<p>Who evaluates? *</p>	<p>When</p>	<p>Check Date when completed</p>

Monitoring of planning to ensure that small steps are evident, misconceptions planned for and reasoning opportunities are provided.	LE	SMT	Termly	
Follow up of feedback from monitoring. Support and follow up monitoring for teachers who have struggled to implement the small steps planning.	LE	SMT	Termly	
Monitoring of tackling tables data to ensure that the programme is used efficiently.	LE	SMT	Termly	
Drop ins to support new staff in using tackling tables.	LE	SMT	September	
Support staff in developing suitable questions for intelligent practise and reasoning through the use of Deepening Understanding.	LE	SMT	Throughout the year.	
Monitor engagement of TT rockstars to ensure it is having an impact through being used in school and at home. Set regular battles to build engagement with pupils. Support teachers who have poor engagement with building excitement and engagement within their class.	LE	SMT	November, March	
Staff training focused on identifying prerequisite knowledge and including it in planning.	LE	SMT	Spring term	
Training for NQTs and Teach first teachers on using concrete apparatus effectively.	LE	SMT	Autumn term	
Pupil voice focusing on pupils' perceptions of challenge and their own learning and progress to inform the mathematics subject leaders' knowledge.	LE	SMT	Spring term	
Attend Maths hub TRG with partner teacher and Maths hub subject leader sessions.	LE	SMT	Autumn and spring term.	
Monitor that Maths hub strategies introduced last year are continued to be used and are now embedded in every day practise. Offer support for new teachers in adopting these strategies	LE	SMT	Autumn term	
Analyse summative data gathered from White Rose assessments and standardised test to identify common strands that need development and use this to inform staff CPD.	LE	SMT	Termly	
Analyse teacher assessments on Educater to identify classes, cohorts or groups of pupils who may need additional support. Through pupil progress meetings identify key pupils who are at risk at falling behind and set targets and interventions for these pupils.	LE	SMT	Each term	
Identify strategies for mathematics that are effective in supporting and engaging girls. Share these strategies with staff.	LE	SMT	January	

Evaluation:
Impact Review December 2019
Impact Review April 2020
Impact Review July 2020