



# PERRYFIELDS PRIMARY SCHOOL ACTION PLAN

## Subject: Maths

### Growing and Learning Together

#### Our Mission

To provide a rich, inspiring and engaging environment to develop lively, enquiring minds and confident communicators.

#### Our Vision for Learning

Our school community works together to ensure that pupils receive a rich, inspiring and engaging education. Every child is taught the knowledge and skills to become independent lifelong learners, aspiring to all standards of high achievement in all aspects of their life.

KEY FOCUS / SUBJECT: START DATE: September 2024 COMPLETION DATE: July 2025 STAFF RESPONSIBLE FOR LEADING : J Houghton

INTENT Objective What is to be achieved (expected outcome)	IMPLEMENTATION Actions (What we will do)	Key Pers.	Date/Time	Resources	Monitoring	IMPACT Success Criteria (What will it look like?)	Next Steps
<b>SDP 1.5: To ensure consistent and rigorous teaching and assessment of maths.</b>							
<b>1:1 To ensure consistent and rigorous planning, teaching and assessment of Maths from Y1 – Y6</b>	Analyse questions from Maths SATS 2024 based on results.	JH	Aut 24	SLT release time	Staff / pupil voice	KS2 staff aware of the weaker areas to address this year.	
	Monitor and evaluate lesson structure – retrieval practice, discovery task, paired work and independent work. Use of resources and representations should be consistent across the school .	JH / SLT	Autumn 2024	Release for observations	Lesson obs / learning walk / book scrutiny	Consistent delivery of Maths across the school, leading to pupil progress.	
	S Planning used by staff as a collaborative planning tool – key questions, resources and representations, pedagogy, possible misconceptions, vocabulary etc.	All staff	Autumn 2024	CPD time	Lesson obs / Staff voice / subject knowledge evaluations NCETM	All staff in year group deliver consistent lessons, having planned which resources and representations to use and misconceptions to address etc.	
	In- lesson intervention and scaffolding for pupils working towards or below standard.	JH / KH	Ongoing	CPD time / Release for KH to attend SEN mastery pathway	Scaffolding evident in books	Children who are struggling make progress due to intelligent use of scaffolding and support in lessons.	
Maths intervention for focus pupils in Y2 and Y3	JH – teachers and Tas			Intervention timetables			
Adaptive teaching to allow for progress.							

	Ensure that pupils are challenged in all lessons – depth of learning – CPD re: structures of maths and developing depth of understanding	<b>All staff</b>	<b>Autumn 24 onwards</b>				
<b>1:1 - Pupils make at least good progress in Maths from their starting points.</b>	<p>Analyse termly Maths data and identify key groups for targeted support / intervention.</p> <p>Progress meetings to track progress of key groups and ensure appropriate provision in place.</p> <p>Teachers provided with a list of focus children who are working below or have slipped behind.</p>	<p><b>JH / SLT</b></p> <p><b>JH / SLT</b></p> <p><b>JH</b></p>	<p><b>Termly</b></p> <p><b>Termly</b></p> <p><b>Aut 24</b></p>	<b>Progress meeting release time</b>	<b>SIMS / Provision Map – termly analysis</b>	<p>Targeted children receive appropriate support and scaffolding.</p> <p>Teachers are aware of which children to target for intervention and scaffolding – progress is made.</p>	
<b>1:1 Develop fluency across the school.</b>	<p>Mastering number to be embedded in KS1 and EYFS – staff new to EYFS . KS1 to meet with Maths Lead / DH to lead on this.</p> <p>Develop Rolling Numbers in Y2, 3, 4.</p> <p>Mastering number launched in Y4 and Y5 – focus on multiplicative reasoning.</p> <p>Fluency CPD to ensure all staff understand the importance of separate fluency practice sessions.</p> <p>Y3 and Y6 to also include fluency sessions in timetable.</p>	<p><b>JH / DH EYFS and KS1 staff</b></p> <p><b>JH / DH</b></p> <p><b>JH</b></p> <p><b>Y3 and Y6 staff</b></p>	<p><b>Ongoing</b></p> <p><b>Aut2024 onwards</b></p> <p><b>Aut 2024</b></p> <p><b>From Aut 2024</b></p>	<p><b>CPD for EYFS / KS1 staff - DH</b></p> <p><b>Release time / CPD time for Y4 and Y5 staff</b></p> <p><b>CPD time</b></p>	<p><b>Observe mastering number sessions</b></p> <p><b>Staff and pupil feedback Learning walks</b></p> <p><b>Timetables</b></p>	<p>Consistent delivery of Mastering Number sessions across EYFS and KS1. Pupils develop secure number sense. Pupils in Reception, Y1 and Y2 develop fluency in key number facts and secure number sense - as shown in improved attainment</p> <p>Mastering Number assessments show progress from starting points.</p> <p>Children can draw on secure knowledge and understanding to attempt PSR questions.</p> <p>Improvement in number clubs stage evident on SIMS.</p>	

<p><b>1:1 - Targeted curriculum and provision to support SEND / DP children so that they make accelerated progress against targets.</b></p>	<p>Provide scaffolding and support within maths lessons to enable all pupils to access the curriculum.</p> <p>Staff to identify pupils in need of intervention and make use of NCETM materials and KIRF sheets for previous and current year group (Y4, 5, 6)</p> <p>Differentiated curriculum required for those children working more than 1 year below the standard for their year group.</p>	<p><b>All staff</b></p> <p><b>All Staff</b></p> <p><b>All staff / JH / KH</b></p>	<p><b>Ongoing</b></p> <p><b>Autumn 2024 onwards</b></p> <p><b>Ongoing</b></p>	<p><b>CPD - Scaffolding vs differentiation</b></p>	<p><b>Lesson observations – whole class teaching / scaffolding</b></p> <p><b>Data analysis (KIRFs, NFER)</b></p> <p><b>Book scrutiny</b></p> <p><b>Provision map</b></p>	<p><b>SEND / DP pupils make progress from their starting points (as evidenced on SIMS)</b></p>	
<p><b>1b:1 To ensure consistent and rigorous teaching and assessment of Maths in EYFS.</b></p>	<p><b>Concrete resources to be used during teacher input – children have a pack of resources to access.</b></p> <p><b>Five-minute number box intervention for lowest 20%</b></p> <p><b>Maths reflected in 7 areas of learning: showing progression in skills throughout the year.</b></p> <p><b>Assessments track progress of key groups and ensure appropriate interventions / provision are put into place.</b></p>	<p><b>EYFS staff</b></p> <p><b>KH – LA / HC</b></p> <p><b>EYFS staff</b></p> <p><b>EYFS staff / KH</b></p>	<p><b>From Aut 24</b></p> <p><b>From Aut 24</b></p> <p><b>From Aut 24</b></p> <p><b>From Aut 24</b></p>	<p><b>CPD for LA / HC</b></p>	<p><b>Lesson obs / learning walks</b></p> <p><b>Intervention timetable / learning walks</b></p> <p><b>Learning walks – JH / KH</b></p> <p><b>Data analysis - KH</b></p>	<p>EYFS children make at least good progress from starting points – accelerated progress for targeted pupils</p> <p>PP children are targeted to match national</p> <p>GLD 80%</p>	
<p><b>2: Raise the profile of Maths within the school community.</b></p>	<p>TTRS Launch day – Assembly for Y2 – Y6 with challenges set etc.</p> <p>Maths Champions from Y6 – Marvellous maths awards for all year groups.</p>	<p><b>JH / DH</b></p> <p><b>JH – teaching staff</b></p>	<p><b>Aut 2</b></p> <p><b>To launch Aut 24</b></p>		<p><b>TTRS use monitored</b></p> <p><b>Planning time</b></p>	<p><b>Children enthusiastic about TTRS and practising timestables – competitive element.</b></p>	

	Maths Enrichment day	JH – all staff	Spr 1?				
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