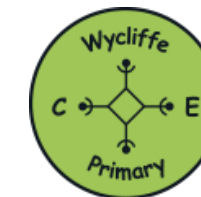


Key Issue: Maths A3

Attainment at the end of KS2 is below national average. Children are unable to recall key facts with sufficient speed and accuracy to support them across the Maths curriculum. The majority of children lack conceptual knowledge that allow them to approach Maths problems in a confident and flexible way.

Context / Position Statement:

Attainment at KS2 in 2024 was 65% below NA at 73%. While several Year 6 children were close to achieving expected, they entered Year 6 with low baselines. A clear long term plan is in place broken down into units across year groups. MTC scores have improved each year and closing the gap to NA. Learn By Hearts have been in place for over a year and have shown progress through termly assessment with more children achieving 50% or more on key skills. Although they are limited, physical resources across school are under utilised to support understanding.



PROBLEM - WHY?

Attainment in KS2 is below NA. Children lack key skills and conceptual understanding leading to lower attainment on KS2 assessments. Analysis of KS2 tests demonstrates simple calculation errors, and difficulty accessing more complex problems.

Many children lack the ability to quickly and efficiently manipulate numbers or recall key facts to support automaticity in solving Maths calculations or problems.

MTC – Children in Year 4 achieved below NA of 20.2 in 2023. Children enter Year 4 with slow and inaccurate recall of previously taught tables facts.

PP Children – Pupil Premium KS2 average at expected 40% is below NA of 59%.

INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT?

Active Ingredient 1: Improve balance of conceptual and procedural understanding across school, through staff training and QA of implementation through monitoring. Improve children's ability to access problems beyond calculation. Use of CPA approach embedded across the school.

Active Ingredient 2: Improve key skills in all children to ensure that they acquire age expected objectives (LBH) 6 LBH objectives to be taught (3 weekly) alternating each half term.

Active ingredient 3: Use of TTRS and targeted teaching of facts to improve children's knowledge and understanding of times tables. (NCETM) Use of TTRS as homework outside school. Specific focus on Year 4 classes through fortnightly soundchecks to track progress.

Active Ingredient 4: Improve attainment of PP children at the end of KS2 through targeted support and working with families.

IMPLEMENTATION ACTIVITIES - HOW?

Active ingredient 1: Training to be delivered on balancing conceptual and procedural understanding in Maths lessons. Teachers trained and encouraged to provide learning which deepen children understanding. STOPS Problem, NRICH and NCETM materials will be used to support planned activities. Resources across schools

Active ingredient 2: Further implementation of LBH facts through weekly practice and testing. Staff will use LBH facts as starting points for counting, spirals and learning activities. Interventions for those children not achieving their LBHs.

Active ingredient 3: Use of TTRS data linked to LBH to allow targeted teaching of times tables facts using activities which promote retention and rapid recall. Weekly TTRS challenges and termly baselines. Staff will promote these to maintain engagement.

Active ingredient 4: Staff to consider PP children in all of the above. Early action to be taken if not engaging with LBH / TTRS, followed up by intervention. Progress of individuals to be monitored by DHT.

IMPLEMENTATION OUTCOMES – (who, when, how)

Short Term: All staff will understand the need for balance between conceptual and procedural understanding. A core of physical resources will be available in all classes and used on a regular basis to support understanding. Teachers will explicitly teach concepts such as associative, commutative and distributive laws (may not use name.) LBH weekly tests and systems will be in place. A baseline will provide a focus for teaching. Parent workshop will take place in Autumn Term. All children from Year 2 upwards will have a TTRS login and have completed a termly soundcheck. The heatmap will be used as a tool to focus teaching. DHT will have identified PP children at risk of missing targets – discussed in Progress meetings.

Medium term: Staff will be able to confidently plan lessons which deepen children's understanding beyond calculation. Further resources will be provided once needs are identified. A baseline of in year expectations and previous year expectations will assess retention. 50% / 100% scores will see an impact in termly assessment. Progress against year expectations will be measured in TTRS termly soundchecks. Staff will identify children that have gaps and provide intervention. PP children at risk of not meeting targets will have clearly identified interventions to support them, where multiple vulnerabilities exists, this will be supported by pastoral team.

Longer term: All staff will plan and deliver lessons which provide children with activities to deepen their understanding and demonstrate a clear use of CPA principles. Staff will have used weekly and termly LBH assessments to focus learning and target individuals. A detailed handover will be available during transition. Analysis will provide a clearer understanding of the needs of a cohort. Engagement in TTRS will remain high throughout the year. Analysis will show that times and accuracy have improved. Provision and support for PP children will be an integral part of all progress discussion and consideration by staff across all aspects.

FINAL OUTCOMES

Short Term: Staff will have an understanding of CPA approaches and use it as part of learning activities. Children will begin to understand age-appropriate concepts. LBH weekly tests will demonstrate engagement and progress against objectives. TTRS data will show improved and maintained engagement.

Medium Term: Children will be able to solve problems with increasing complexity and have embedded strategies to self-check. LBH termly assessments will demonstrate retention over time and an increased number of children achieving age expected skills. Fortnightly tests in Year 4 will demonstrate progress towards the target for MTC (2024 NA TBC). Progress meetings will demonstrate that where PP children are not making expected progress, support is in place.

Longer Term: The number of children achieving expected at KS2 will be in line or above NA. The number of children achieving expected by the end of their year group will be broadly in line with NA. LBH final assessments will show that attainment in 2025 is higher than that in 2024. Year 4 will achieve in line or above 2024 NA (TBC) TTRS data will demonstrate that its use is embedded as part of practice. PP children will have achieved their individual targets / closed gaps as identified during the course of the year.

Ingredient	Progress in Autumn term	Progress in Spring term	Progress in Summer term
Key skills and conceptual understanding			
Rapid recall of number facts			
Multiplication Time Tables Check			
Pupil Premium			