Maths Action Plan 2024/25

Priority One: To ensure all children are making at least expected progress from their starting points – and children keep up, not catch up

Priority Two: To ensure children are able to recall their multiplication facts fluently by the end of Year 4

Priority Three: To increase the use of manipulatives throughout the school to effectively build on children's existing understanding of key maths concepts, turning knowledge into skills; we will follow the pictorial, concrete, abstract approach to ensure deep understanding and a firm foundation of conceptual understanding

Area	Intent	Implementation	Impact	Updates/ date
White Rose Maths	To review the use of the WRH scheme throughout the school and its effectiveness in supporting the teaching and learning of maths	Observations of maths lessons and interventions Book looks to show application of WRH Data Tracker analysis A range of high quality manipulatives available to every class to support understanding in maths	Teachers and support staff will have a clear understanding of progression in maths and use WRH material to support teaching and learning, ensuring that children make expected progress through quality first teaching	Terms 1,3,6
Extension activities to extend and challenge able mathematicians	To ensure all pupils are given challenge and the opportunity to extend their mathematical thinking	Review what is currently in place Investigate alternative options	Pupils will use learning time effectively and find lessons challenging and exciting	Term 2

		Book looks to track implementation of extension work Staff meeting time to discuss the options and whether work is effective	KS2 SATS data for GD will be in line with national data I pupil voice children will report that maths is challenging and interesting	
Data analysis End of KS2 data will match national results, including greater depth	To ensure that Y6 pupils are in line with national results (2024 was 73%) and that 24% (2024 results) of Y6 achieve greater depth in KS2 SATS	Pupils are challenged in maths lessons and provided with extension activities at GD level when appropriate	End of KS2 data will match national results, including greater depth	Ongoing – term 6
Cross curricular maths work	To ensure pupils have the necessary skills to use and interpret data in different areas of the curriculum	Observations of science lessons Book looks to show application of maths skills in other subject areas	Maths is used successfully in other areas of the curriculum, especially science and geography, but also in constructing time lines, for example, in history lessons, etc.	Term 5
Nursery and EYFS provision	Pupils achieve in line with national data	Pupils are taught using the WRH material and encouraged to develop counting principles which are threaded throughout the scheme. Children in gaining an understanding of the counting principles.	Teachers and support staff will have a clear understanding of progression in maths and use WRH material to support teaching and learning, ensuring that children make expected	Ongoing – term 6

		1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle. Observations of maths lessons and interventions Book looks to show application of WRH Data Tracker analysis A range of high quality manipulatives available to every class to support understanding in maths	progress through quality first teaching	
Multiplication times tables check	To build on last year's success in the MTC, ensuring pupils are supported at school and at home in learning the times tables	Intervention work to support pupils with faster recall of times tables facts Use of TTRS Incorporate 'step count' into classroom practice	Pupils achieve at least national attainment Pupils are able to use and apply their times tables knowledge in number calculations and problem solving	Ongoing – term 4

		Regular games using multiplication facts to interest and motivate pupils		
Structured intervention in place	To close the gap between lower attaining pupils and their cohort	1,2,3 maths intervention Pre teaching and post lesson support	All pupils feel confident about maths, making progress which starts to close the gap between lower attaining pupils and their cohort	Ongoing
Classrooms will display a working wall	To act as a prompt and knowledge organiser for pupils in maths lessons	There will be a working wall display in each room to reflect the learning underway at the time and act as a prompt for pupils to use in lessons Pupils will develop mathematical vocabulary and talk knowledgeably about their learning	Pupils will use the learning wall to support and reinforce their learning The working wall reflects the topic being studied in lessons	Term 1