

# Math Overview - Spring 1 2018 Updated CP3

## What are the key issues in this area?

- Maths in KS2-Attainment and progression in 2017 in KS2 particularly
- 26% mobility in Yr6-children arriving LA
- Clear target setting and pupil conferencing
- Clear expectations in presentation and coverage
- A negative attitude around maths
- Mastery of maths and challenge
- Attainment in SEND children to be accelerated
- Change in test expectation-particularly paper 1 (30+ correct will see children pass-only 11(27%) got it last year)
- Resilience and confidence in sitting tests and maths activities
- Close the difference between PP and Non PP
- 1 years to catch up to the new curriculum that was implemented in 2014.
- 3 children with SEND Yr 6 2016-17
- 7 children with SEND Yr2 2016-17
- 62% PP Yr 6 -2016-17
- 44 children with SEND(14%) 2016-17-whole school
- 162 PP children (50%) 2016-17-whole school
- Changes in Scholar Pack with levelling in comparison with new curriculum making it look as if progress hasn't been made particularly in high attainers.
- Present Yr 3 only achieved 34% GLD

## How do we know?

- Low attainment in 2017 Maths SAT's in KS2 slight improvement in progress.(13% improvement on previous year.)
- Progress and attainment in Pupil Premium and non pupil premium children was low in 2017 at KS2

KS2 Maths	2014	2015	2016	2017
Level 4+/At expected	88%	88%	41%	54%
Expected Progress	90%	92%	-3.47	-2.42
KS1 Maths	2014	2015	2016	2017
Level 2b+/At expected	79% (61%)	87%	66%	71%
Expected Progress	5.8	6.2	5.63	6.17

## What has the impact been? What does the data show?

### See attached sheets for data.

- Attainment and progress has improved in year 1 with good accelerated progress also from 9-18%
- Yr 2 continue on track (2.4 children receiving daily intervention to improve number skills to get 70+% at expected)
- Yr 3 attainment and progress has dropped. (mobility of 2 HA children from school this half term)
- Yr 4 attainment and progress has risen with accelerated progress from 26-36%.
- Yr 5 attainment and progress has dropped due to targeted intervention going into Yr 6. (mobility of 1 HA child from school this half term)
- Yr 6 continue on track good accelerated progress at 45%.
- Yr 6 54% achieving 30+ in Spring 1 calculation test.

## What have we done to address these?

- Analysed Daisy data to see areas of weakness to be addressed-paper 1, fractions, decimals, percentages and measures.
- New targets set up relating to Scholar Pack in all children's books
- Become part of the Maths Hub with Jo Isherwood Makin as Lead to support with pushing maths forward.
- Working with Strength in Numbers Hub-SLE Carol Breakwell
- TPAT West Penwith Maths Hub meeting and learning walks in our Triad Schools(Nancledra/St Erth)
- Learning walls up in each class and being used by the children.
- Implementation of 99 Maths Club to improve mental arithmetic
- Precision teaching
- Targeted higher prior attaining maths group in Yr 6 being taught by Guise to accelerate progress.
- Maths Boosters being taught in Yr 6 By Chrissy S
- Same day intervention for children to address misconceptions and pre teach for next day.
- Presentation of mastery to Governors
- Split Year 1 and 2's for maths as gap to great for Year 1.
- Split Year 3 and 4's for maths to teach mastery.
- Planning shared with EYFS from Jo to push children achieving GLD 3 particularly in Number.
- Sarah Tal introduced 'Numbers Makes Sense into EYFS.
- Targeted children who are sitting at 0.4 in checkpoints across all years shared with phase leaders to achieve accelerated progress and attainment.
- Targeted children who are attaining but need to accelerate progress shared with Phase Leaders.
- Half termly progress and attainment fed back with children off track.
- Teachers made aware of PP children off track to be targeted.
- Team planning of lesson structure and books.
- Team teaching of new structure.
- Staff meetings on Mastery/Glow Hub planning
- Sharing of new resources-Oxford Owls/Kangaroo maths
- Manipulative packs been set up and implemented in all classes.
- Calculation papers sat each week in Yr5/ 6 to improve Arithmetic scores.
- Use of 15 in 10 into Yr 5/6 lessons each morning to improve Arithmetic-moving into Yr3/4

## How can we triangulate/prove this in the classes across the school?

- Targets
- Coverage in books(Fluency/Reasoning/Problem Solving)
- 1/2 termly testing(Weekly calculation papers in Yr 5/6)
- Maths lead collecting half termly data and meeting with Phase leaders regarding impact, children off track, interventions to accelerate progress.
- Book scrutiny
- Lesson observations//learning walks
- Subject coverage in planning
- Feedback on impact of engagement in maths with Mathematics/99 Club being completed at home at Autumn/Spring Parent consultations.
- Moderation and feedback from Hub leader Rick Gill/SLE Carol Breakwell/ Cornwall and West Devon Hub-Jo Isherwood Makin.