



BASLOW ST. ANNE'S C OF E PRIMARY SCHOOL

“Life in all its fullness”

Growing healthy minds and hearts together

Respect...Kindness...Diversity

SIP 2- Maths

2024-25

To ensure effective maths fluency and consistency across the school; children to be secure in their learning and knowledge of maths for application, ensuring optimum outcome and progress is being made

Targets 2024-25

EYFS GLD = 82% - 88% (14- 15, early for predictions)

Y1 Phonics = 91% 21/23

Y2 Phonics= No retakes

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
1 PP =1	19/23=83% 1/1=100%	2/23=9% 0	19/23=83% 1/1=100%	3/23=13% 0	19/23=83% 1/1=100%	3/23 = 13% 0	19/23=83% 1/1=100%	5/23=22% 0
2 PP =0	13/13=100%	6/13=46%	12/13=92%	3/13=23%	12/13=92%	3/13=23%	13/13=100%	3/13=23%
3 PP = 0	14/17=82%	8/17=47%	14/17= 82%	6/17=35%	14/17=82%	6/17=35%	15/17=88%	5/17= 29%
4 PP = 4	19/23 = 83% PP-3/4 = 75%	9/23 = 39% 0	19/23 = 83% PP-3/4 =75%	6/23=26% 0	19/23=83% PP-3/3 = 100%	7/23=30% 0	19/23=83% PP-3/4 = 75%	4/23=17% 0
5 PP = 3	19/ 21 = 90% PP 2/3= 66%	6/ 21 = 29% PP 1/3= 33%	18/ 21 = 86% PP 3/3 =100%	8/ 21 = 36% PP 1/3=33%	18/ 21 = 86% PP 3/3=100%	8/ 21 = 38% PP 1/3=33%	18/ 21 = 86% PP 2/3= 66%	8/ 21 = 38% PP 1/3=33%
6 PP =2	19/23 = 83% 2/2 = 100%	7/23=30% $\frac{1}{2}$ = 50%	19/23=83% $\frac{1}{2}$ = 50%	4/23=17% 0	18/23 = 78% 2/2 =100%	5/23=22% $\frac{1}{2}$ =50%	83/23=70% 2/2=100%	5/23=22% 0

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	<p>To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge</p> <ul style="list-style-type: none"> • To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources • To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place • To ensure that all children have access to books that match their phonic knowledge • To continue to work with parents to support the love and practise of phonics and reading
AFI 2 Assessment in Foundation Subjects	<p>To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied.</p> <ul style="list-style-type: none"> • To invest in Kapow to ensure a consistent scheme of work for the foundation subjects • To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know • To monitor and moderate the assessment to ensure impact is made and optimum outcomes

Subject- Maths

Action plan - 2024- 2025 Led by- Jess Christie + Sarah Ferguson

Objective/ Aim	Timescale	Financial implications/ INSET required	Staff/People involved	Success Criteria	Monitoring / Evaluation
<p>To identify resources required for to support Maths teaching. To provide additional resources / apparatus to support practical and outdoor learning throughout the school.</p>	<p>Sept 2024 and ongoing</p>	<p>Part of a staff meeting to discuss with staff each term. Cost of apparatus. PTA Wish List.</p>	<p>All staff SF / JC</p>	<p>Each class teacher provided with all of the necessary resources to enable children to choose and use apparatus to support their learning and WR Maths lessons.</p>	<p>SF / JC</p>
<p>To continue to use WR Maths across Y1s -Y6. Each class is to use Flashback 4, workbooks, the reasoning and problem-solving activities and end of unit assessments.</p>	<p>Sept 2024 onwards Review at the end of the school year</p>	<p>The cost of books taken from Maths budget.</p>	<p>All staff + Complete Pupil Voice questionnaire. Classroom observations / book scrutiny</p>	<p>Consistency across split year groups. All children engage with the activities / resources to support teaching and learning and optimum outcomes Effective WR resource, assess if most effective resource is in place</p>	<p>SF / JC + JL (Maths Governor)-</p>

Maths vocab to be displayed and used throughout school.	Sept. 2024 and ongoing	Subject Lead time (covered in-school) to monitor, learning walk, book observations	All Staff	Each classroom to clearly display/ use vocab and refer regularly. Every child confidently uses accurate mathematical vocabulary and understand questions posed in different ways.	SF/JC/MC
To further develop the teaching and learning of fluency, reasoning and problem solving . To share examples of activities at Open Door to engage parents.	Spring 2025 and ongoing	Part of a staff meeting to discuss with staff + SF / JC Open Door sessions.	All staff	Each class to be completing fluency, problem solving and reasoning activities. KS2 children to talk confidently about each area / share activities and examples of work at Open Door sessions.	SF / JC
To promote and raise the profile of times tables across the school. Introduce Number Sense maths for embedding number knowledge and times tables fluence and confidence. Incorporate TTRS, Tackling Tables, 99 Club where appropriate	Sept 2024 - July 2025	£300	All staff	Improved confidence, consistency and fluency across the school. Accurate number knowledge and application resulting in optimum outcomes	SF / JC
To ensure progressive understanding & knowledge across the school of maths number/place value/number bonds/times tables	Sept 2024	Resources included above £150 for further number resources e.g.: place value sliders	All staff Subject Leads to monitor outcomes and interventions	Optimum outcomes and progression evident across the school. Children becoming increasingly more confident and accurate with the application of number	SF/JC/MC
To closely monitor outcomes and progress of all children and monitor key groups: PP/SEND to ensure optimum progress and outcomes	Sept 2024- July 2025 Assessment Week outcomes and continuous AFL	FFT /question analysis - FFT cost accounted for	Staff/Subject Leads to monitor data and outcomes	Use of FFT to monitor groups and outcomes of children and ensure swift intervention is in place for children not making at least expected progress/outcomes	SF/JC with support of MC/TO

