

Numeracy	Year 1	Year 2	Year 3
Review	<ul style="list-style-type: none"> ➤ Examined & analysed Sigma T Test results from 2013-2016 (last 3 year cycle). The number of pupils who scored under the 17th percentile in June 2013 was 17%. In June 2016 the number of pupils under the 17th percentile in Holy Family was 22%. ➤ There was a drop of 8% in the standard score band 90-109 from 42% in 2013 to 34% in 2016 ➤ 66% of pupils are performing at or above average in maths based on June 2016 statistics. ➤ Our overall average results have increased from 39.8% in June 2013 to 42% in June 2016 ➤ These results were broken down further into Skills and strand units. The following averages were found Skills. Understanding concepts and facts 56% (increased from 54.1% 2013) Performing computations and procedures 50% (decreased from 50.2% in 2013) Solving word problems 39% (increased from 35.1% in 2013) Strands: Number 52% (increased from 50.9% in 2013) , Measure 45% (increased from 42.7 in 2013), Shape and Space 52% (increased from 49.7% in 2013) Algebra 58% (decreased from 58.2% in 2013) and Data 52% (increased from 45.9% in 2013) ➤ Maths levels will continue to be assessed each year in June and these results will be inputted into Aladdin tracking software to allow us to analyse results. 		
Target(s)	<ul style="list-style-type: none"> • The number of children performing in Standard Score band 90 – 109 will increase from 34% in 2016 to 37% in 2019. The focus group for intervention is the children in band 80 – 89. • Focusing on mental arithmetic, tables, language and ICT we will improve our overall results per year • Use maths trails to aid problem solving in all strand units. • Standardised approach to problem solving in classrooms • Use concrete material more consistently throughout the school • Following on from Standardisation of Maths language throughout the school, focus on children’s use and understanding as same. 		
Action(s)	<p style="text-align: center; color: magenta;">Year 1:</p> <ul style="list-style-type: none"> • To prioritise 10 minutes of mental arithmetic including tables at the beginning of each lesson • To pre-teach maths language at the beginning of each lesson • To have a standardised approach to maths operations • To encourage the use of Ipad to explore Planet Maths interactive resources in differentiated maths groups 4 and 5 	<p style="text-align: center; color: magenta;">Year 2:</p> <ul style="list-style-type: none"> • Review the standard problem solving approach • Create maths display boards / living charts to reinforce practice. • Review the use of Maths Recovery in second and third class • Measures. Use of local environment to teach measures. Incorporate the teaching of ICT in the teaching of measures. • Reinforce the use of ICT in everyday teaching of maths. 	<p style="text-align: center; color: magenta;">Year 3:</p> <ul style="list-style-type: none"> • Creation of maths trails to incorporate the wider school environment in maths. Cross curricular linkage E.g. orienteering, PE and Geography • Data. Use real life surveys to correlate data
Monitoring	<ul style="list-style-type: none"> • Standardised and teacher devised tests • Teacher observation. • Maths assessment at all class levels • Numeracy committee meetings 		
Evaluation	<ul style="list-style-type: none"> • Using baselines and targets as guide, progress made since inception of plan will be measured and evaluated by comparing of standardised test results, year on year. • To be co-ordinated by class teachers and Numeracy Committee • Use of results will inform future practice. • Greater evidence of maths in whole school environment. • Use of local environment for teaching of maths. 		

