

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<ul style="list-style-type: none"> Year 1 and Year 2 children have missed 0.5 → 2 terms of in-school Maths teaching. Some children have not engaged / have had limited engagement in remote learning. There are gaps in knowledge as pupils have not completed previous programmes of study. There are gaps in maths vocabulary. Weak fluency of arithmetic skills. Most children rely on counting all as their only calculating strategy which is not efficient and increases cognitive load. Remote learning has limited the quality and amount of practical equipment children have been able to use to support arithmetic development. KS1 baseline data indicates that arithmetic is an area in need of focused intervention. KS1 data has historically been below national and the drive to bring it in line with national needs to continue with rigor. 2018 K S1 Maths: 56% 2019 KS1 Maths: 71% 2020 KS1 Maths Projections: 72% 	<ul style="list-style-type: none"> Maths Lead – released from teaching to set up, organise, train and support KS1 teachers in delivering “Number Sense” programme. (10 days @ £200 = £2,000) Purchase of Number Sense Programme. (£137.00) Purchase of practical Maths resources for children to use at home / in school to support (£1,000) 	<ul style="list-style-type: none"> Baseline arithmetic assessment of pupils using White Rose. Additional Number Sense sessions across Year 1 and Year 2 for all children (15 mins per day). These sessions will be in addition to daily Maths lessons. All children will be baselined using the number sense assessments to determine what strategies children already have and use to recall facts. Teachers alongside Math Lead will analyse the data to determine where to start in the programme. KS1 teachers will be trained by Maths Lead and supported throughout the first half term of lessons with modelled sessions and team teaching. <p>Monitoring:</p> <ul style="list-style-type: none"> Class Teachers to liaise daily with Maths Lead for support, sharing of good practice and moving forward development points. Maths Lead to closely monitor pupil progress and use data to inform next steps. Pupil data, pupil books. 	<p>Short term Number Sense will be purchased, staff training will take place and a robust timetable of well planned daily interventions will be implemented.</p> <p>New resources will be in place and will be well used by all teachers and children.</p> <p>Gaps in children’s arithmetic understanding and skills will be quickly identified and analysed.</p> <p>Medium term Pupils will make clear progress with arithmetic – demonstrated by half termly assessments.</p> <p>Pupils will use taught strategies to rapidly recall facts and the number of facts they are able to recall will increase -demonstrated by Number sense assessments.</p> <p>Arithmetic knowledge and fluency will increase and pupils will be able to answer increasingly complex reasoning and problem solving questions, applying the arithmetic skills they have developed.</p> <p>Long term Gaps in learning from previous year groups / term will be reduced.</p> <p>Pupils (particularly those identified as having fallen significantly behind) will have made accelerated progress from their September starting point.</p>	<p>Pupils will have made accelerated progress in Maths.</p> <p>End of year outcomes for pupils will show rapid improvement from September 2020 baseline.</p> <p>The gap between national and school outcomes at KS1 will continue to close.</p> <p>Gaps in learning from previous years / term will have been filled – progress against baseline / previous year’s data will be clear.</p> <p>Pupils will be well prepared for transition into the next year group and accessing the next step in their education.</p>