

Date	Autumn Term 2017						
Park View Primary Academy Development Plan Mathematics	To implement and develop Basic Numeracy Skills, Maths Mastery and reasoning. To continue to increase the quality of teaching and learning of maths and thus raise standards for all pupils; particularly increase the percentage of pupils achieving higher levels and making better than expected progress. To implement a rigorous tracking and monitoring system from September. To update PAM file.						
2017 Outcomes and Current Position	2017 Year 2 Outcomes						
		National	PVPA	PVPA Disadvantaged	PVPA Non-disadvantaged	PVPA SEN	PVPA Non SEN
	2017 EXS	75%	57% (17/30)	36% (4/11)	68% (13/19)	9% (1/11)	84% (16/19)
	2017 GDS	21%	10% (3/30)	9% (1/11)	11% (2/19)	0% (0/11)	16% (3/19)
	2017 Year 6 Outcomes						
		National	PVPA	PVPA Disadvantaged	PVPA Non-disadvantaged	PVPA SEN	PVPA Non SEN
	2017 EXS	75%	43% (13/30)	25% (4/16)	64% (9/14)	0% (0/4)	50% (13/26)
	2017 GDS	23%	0% (0/30)	0% (0/16)	0% (0/14)	0% (0/4)	0% (0/26)
	2017 Progress Measure -3.0 Confidence -5.1 to -0.9						
	Year 2 TA						
	All Pupils	Disadvantaged	Non Disadvantaged	SEND	Non SEND		
Maths EXS+ (1+)	3% (1/30)	0% (0/9)	5% (1/21)	11% (1/9)	5% (1/21)		
Maths GDS	0% (0/30)	0% (0/9)	0% (0/21)	0% (0/9)	0% (0/21)		
Year 6 TA							
	All Pupils	Disadvantaged	Non Disadvantaged	SEND	Non SEND		
Maths EXS+ (1+)	20% (6/30)	18% (2/11)	21% (4/19)	0% (0/5)	24% (6/25)		
Maths GDS	3% (1/30)	9% (1/11)	0% (0/19)	0% (0/5)	4% (1/25)		
Actions							
New action/target		Embedding Action		Achieved Action			
<ol style="list-style-type: none"> 1. RP to prepare and deliver Mastery staff training in Autumn 1 and 2 so that teachers implement strategies that enable children to achieve mastery. 2. Purchase Rising Stars Online Assessment Bank and use Rising Stars Optional tests to assess every half-term to measure pupil progress and attainment. Also for teachers to use QLAs diagnostically to identify gaps in learning and target pupils who need additional intervention. 3. All year groups to identify pupils who require Non-age-related intervention, regular intervention and irregular same day intervention to accelerate pupil progress and attainment. 4. Monitor delivery of these targeted interventions, in particular SDIs in order to measure their impact. 5. Purchase Target Your Maths Textbooks and Homework disks to promote use of procedural variation tasks to further support mastery. 6. To carry out detailed book scrutiny to monitor progression & mastery termly. 							

7. Provide training for all staff on Bar Modelling and Maths reasoning – Autumn 2 / Spring 1 to support children’s understanding of problems.
8. Introduce PAM file with a focus to creating a whole school approach to calculation.
9. SDI to be rolled out to all year groups so that the attainment gap between lower and higher ability children is closed.
10. DB, TG to complete half termly learning walks to quality assure teacher’s RAG assessments with a particular focus on the quality of provision for disadvantaged children.
11. RP, LM to complete half termly short lesson observations in different KS areas to evaluate quality first teaching and agree areas for development with individual teachers and as a whole school.
12. RP, LM to complete half termly book scrutiny to ensure there is whole school curriculum progression and that children make good or better progress in lessons. Also to identify strengths and weaknesses across school.
13. Measure impact of 3, 2.2 and 2.1 interventions to help evaluate and improve intervention and boosters being delivered throughout school.
14. Work alongside Chris Parkinson to implement and evaluate new strategies.

Key people	Resources
T. Gavins EP D. Brown HoA R. Paffetti – Maths Lead L. Marsden – Literacy Lead	Management time for Riccardo Paffetti Staff meeting time Matholia (estimated cost £) SDI Rising Stars Tests Maths – No Problem textbooks
Performance management	Stakeholder
All Teaching Staff All LSAs	Summer term review – October 2016 Autumn term review – January 2017 Spring term review – April 2017 Summer term review – July 2017 <i>Copies to:</i> <i>School leaders</i> <i>EAB</i> <i>Academy Trust</i>

Impact of ADP actions in MATHS 2017/18													End of Year Prediction
TARGET 65% ARE in all year groups													
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
	Currently ARE (1)	On track towards ARE % (2.1 / 1)	Currently ARE (1)	On track towards ARE (2.1 / 1)	Currently ARE (1)	On track towards ARE (2.1 – 1)	Currently ARE (1)	On track towards ARE (2.1 / 1)	Currently ARE (1)	On track towards ARE (2.1 / 1)	Currently ARE (1)	On track towards ARE (2.1 / 1)	
Y1	0% (0/30)	10% (3/30)	0% (0/29)	31% (9/29)									57% (17/30)
Y2	3% (1/30)	23% (6/30)	3% (1/30)	23% (7/30)									60% (18/30)
Y3	3% (1/29)	10% (3/29)	35% (11/29)	52% (16/31)									66% (19/29)
Y4	0% (0/46)	6% (3/47)	12% (6/50)	20% (10/50)									54% (25/46)
Y5	0% (0/30)	23% (7/30)	0% (0/31)	23% (7/31)									53% (16/30)
Y6	6% (2/30)	57% (17/30)	32% (6/19)	63% (19/30)									70% (21/30)