

<p><b>PRIORITY:</b>                  100% of teaching and non-teaching staff will be upskilled in their confidence and competency of delivering the Holy Family essentials of numeracy at the appropriate level.                  The success of this aspect of the action plan will be evidenced by a pre and post action plan staff audit combined with coordinator monitoring and ongoing professional teacher judgement of completed activities.</p> <p>80% of P1-P7 pupils will improve their number and fluency in facts and procedures accuracy evidenced by Progress Test in Maths percentages and professional teacher judgement.</p>	<p><b>BASELINE:</b>                  Following a review of the Progress Test in Maths data 2024-25 by the senior leadership team and individual data analysis at an individual teacher level, the areas of number and fluency in facts and procedures were identified as areas for improvement.</p> <p>This was further supported by professional conversations between the numeracy coordinator and staff members during term three curriculum monitoring.</p>
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<b>TARGET/S</b> (Aspects to be addressed)	<b>SUCCESS CRITERIA</b> (How we will know we've succeeded)	<b>TASKS</b> (Action to be taken)	<b>TIMESCALE</b> (When/how long will it take?)	<b>STAFF INVOLVEMENT</b>	<b>RESOURCES</b>
1.To audit all teaching and non-teaching staff on the Holy Family essentials.	A pre and post action plan audit will be completed with all teaching and non-teaching staff.	- To complete a pre and post action plan audit with all teaching and non-teaching staff. -Action plan cluster group to work with year group colleagues to refine the maths essentials.	September and May	Teaching staff	Audit
2. To ensure that all teaching staff have an input into the Holy Family essentials for numeracy.	All teaching staff will have a digital and paper copy of the Holy Family essentials for numeracy.	-Year group teams to meet and refine the numeracy essentials within their year groups for each area of maths. - All teaching staff will be provided with a digital and paper copy of the Holy Family essentials for numeracy.	September	Teaching staff	Holy Family essentials for numeracy
3. The coordinator will deliver INSET sessions making all teaching staff familiar with the refined Holy Family essentials for numeracy.	All teaching staff will have access to the refined essentials, know them for their associated year group and have evaluated their appropriateness.	-Facilitate INSET training on the refined Holy Family numeracy essentials for each year group. -Teaching staff to evaluate the refined essentials before they are finalised. -Share the refined numeracy essentials with classroom assistants.	Two sessions this academic year	Teaching and CA staff	Refined numeracy essentials document

<p>4. P1/P2 teachers to facilitate daily number work / story activities.</p>	<p>P1/P2 teachers will facilitate daily number story work. Children will have an increased knowledge and understanding of number stories.</p>	<ul style="list-style-type: none"> <li>-Daily lessons focused on number stories.</li> <li>-Utilise music and songs to help with learning of number stories.</li> <li>-P1/P2 teachers to identify focus groups and provide number story / work interventions utilising classroom assistant support.</li> </ul>	<p>Daily</p>	<p>Teaching and CA staff</p>	<p>Number story / number work resources</p>
<p>5. All teachers to facilitate focused daily mental maths questions on numbers and fluency in facts and procedures.</p>	<p>All children will experience daily mental maths with a specific focus on numbers and fluency in facts and procedures.</p>	<ul style="list-style-type: none"> <li>-Daily mental maths activities with a number and fluency in facts and procedures focus.</li> <li>- Classroom assistant intervention groups.</li> <li>-Establish and evidence cross-curricular links where number and fluency in facts and procedures can be taught through other subjects i.e. WAU, music.</li> <li>-Regular revisiting of topics to help children retain.</li> </ul>	<p>Daily</p>	<p>Teaching and CA staff</p>	<p>Appropriate mental maths resources</p>
<p>6.Each class from P1-P7 to establish a focus group of approximately 5 children using professional teacher judgement and standardised scores from PTM analysis.</p>	<p>A focus group of approximately five children will be created for each class from P1-P7.</p>	<ul style="list-style-type: none"> <li>-GL familiarisation to make all teachers aware of the questions styles / skills needed to help children improve with number and in fluency in facts and procedures.</li> <li>-Teacher judgment and analysis of data from PTM assessments.</li> <li>-Daily classroom assistant / teacher intervention with the focus group to help improve their number and fluency in facts and procedures.</li> <li>-Utilise extended schools funding to facilitate an after-school intervention club to help children underachieving with numbers and fluency in facts and procedures.</li> </ul>	<p>September / February</p> <p>September</p> <p>Daily</p> <p>Half-termly</p>	<p>Teaching and CA staff</p>	<p>GL logins</p> <p>2024-2025 - GL assessment data</p> <p>Extended school money</p>

<p>7. That 80% of children in each class from P3-P7 are completing at least two Mathletics tasks each week.</p>	<p>At least 80% of P3-P7 children will complete at least two Mathletics tasks each week that are set by their class teacher.</p>	<ul style="list-style-type: none"> <li>-Mathletics assembly to explain.</li> <li>-Mathletics refresher training for all staff.</li> <li>-Teachers to monitor children who are not using the resource and inform coordinator - these children will be invited to an after-school Mathletics club.</li> </ul>	<p>Weekly</p>	<p>Teachers</p>	<p>After school club - ICT suite</p>
<p>8. For number and fluency in facts and procedures to be embedded into daily teaching and learning,</p>	<p>Number and fluency and facts in procedures will be taught / repeated on a daily basis.</p>	<ul style="list-style-type: none"> <li>-Daily games and number activities at the start of every maths lesson.</li> <li>- One hour of maths each day in P1-P3 classes and at least one and a half hours in P4-P7 classes.</li> <li>- Cross-curricular links.</li> <li>-Utilisation of Mathletics.</li> <li>-Twice a month - LB and KH to host singing assemblies where they teach P3-P5 children songs to help them learn their times tables. P6-P7 (specific groups of children).</li> <li>-Numeracy homework - at least twice per week.</li> <li>-For P3-P7 - Ensure that all teachers are aware of the levels for mental arithmetic for their year group and that mental arithmetic is taught and embedded on a weekly basis.</li> </ul>	<p>Daily</p>	<p>Teachers and classroom assistants</p>	<p>Relevant resources</p>
<p>9. Half termly check-up assessments in number and fluency in facts and procedures.</p>	<p>All children will have a half-termly check-up assessment on number and fluency in facts and procedures.</p>	<ul style="list-style-type: none"> <li>-All teachers P1-P7 to facilitate a half-termly check-up on number and fluency in facts and procedures.</li> <li>-Teachers to create their half-termly check-ups to suits the needs of the children in their classes.</li> </ul>	<p>Half-termly</p>	<p>Teachers</p>	<p>Check-up tests</p>

<p>10. Analysis of PTM (Oct 2025 and May 2026) assessments with a focus on number and fluency in facts and procedures.</p>	<p>A detailed analysis of the whole school PTM results will take place in October 2025 and May 2026 with a specific focus on number and fluency in facts and procedures.</p>	<p>-Analyse data at an individual class level and use this to work with class teachers to create focus groups (October 2025).          -Analyse PTM data from May 2026 to see if there is an 80% increase in number and in fluency in facts and procedures compared to May 2025.          -Data analysis in May 2026 will inform future action plans.</p>	<p>October 2025 and May 2026</p>	<p>Teachers / Coordinator</p>	<p>PTM data</p>
<p><b>MONITORING STRATEGIES</b> (Who will lead/What form will it take?)</p>		<p><b>EVALUATION</b> (How well did we do? - process/outcome)</p>			
<p>Numeracy coordinator will monitor the completion associated targets within each year group on a termly basis.</p> <p>Numeracy coordinator and principal will provide specific feedback regarding associated targets during monitoring.</p> <p>Coordinator release - discussion and evaluation of action plan implementation in all classes.</p> <p>Coordinator release - analysis of PTM data and professional conversations with staff following the completion of PTM assessments.</p>		<p>Numeracy coordinator will provide half termly feedback to the SLT and the staff on progress towards the priority.</p> <p>Numeracy coordinator will provide governor feedback on progress each term.</p> <p>Summative evaluation will be delivered to staff, parents and the Board of Governors.</p> <p>End of year evaluation report by Numeracy coordinator to be submitted to staff/SLT and Board of Governors.</p>			