

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment? What problems are we solving? Teachers - Due to changes in staff members there has been a lack of consistency in teaching maths using the NCETM Primary Mastery Professional Development NCETM. - Due to the maths coordinator being on maternity leave, the White Rose Scheme subscription was not renewed and therefore not used alongside NCETM where necessary Maths resources for teachers White Rose Education. - Due to the maths coordinator being on maternity leave since September 2024, monitoring hasn't occurred consistently throughout the year to give staff feedback. - Due to the maths coordinator being on maternity leave since September 2024, they haven't had regular maths CPD for their own professional development or the development of other staff members. Pupils - Self/peer marking is not working with the pupils as they are not currently reflecting on their mistakes and working them out again when necessary. - Pupils do not have a fluent recall of Xtables, and this is shown in data from Y4 tests, and they do not catch up in Y5 and Y6 - Pupils are not experiencing reasoning questions frequently.	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working? Core Components 1: Consistency in maths teaching using the ping-pong approach. - Teachers model with manipulatives and the flipchart; pupils then apply strategies with partners before working independently. - Teachers are aware of the impact that mixed ability paired work has on pupils of all abilities, preventing the 1-2 month slowdown seen in low-ability sets (EEF, 2021) - It is important to ensure that all pupils follow a challenging curriculum, ensuring flexibility in grouping arrangements (EEF, 2021) - The ping-pong approach (impacting pupils with +6 months progress, EEF, 2021) is clearly embedded in lesson planning.. - Pupils listen actively and ask questions as the teacher model - Pupils collaborate effectively, explaining processes and questioning each other. - Pupils show independence, using taught strategies and classroom resources (e.g. working wall, books, flipchart, manipulatives). Core Components 2: Use NCETM and White Rose schemes together to provide sufficient teaching material for pupil success. - Teachers primarily use NCETM for maths, with White Rose as a supplement. - Pupils receive a suitable number of questions for challenge and assessment. - Teachers use NCETM mastery/GD questions for formative assessment. Primary Assessment Materials NCETM - A variety of representations support pupils' understanding.	How will it be done? What blend of activities are required? New teaching staff given training on use of the NCETM and our maths curriculum completed - Time during the INSET day to give reminders regarding maths lessons, fluency time, multiplication test practise and assessment procedures. - Monitoring and support given by the maths coordinator, adapted to the needs of the staff. - ECT given support from maths coordinator and mentor. - Training on using manipulatives to equip teachers and TAs to support pupils of all abilities. - SLT and governors updated on changes and attainment in maths throughout the year during Full Governors meetings. - Maths lead monitoring books and lessons and adapting training needs to meet the staff's areas for development, feeding back to SLT following this. - Staff meeting time to discuss maths curriculum, pedagogy, marking, assessment and other areas on an ad hoc basis. - Maths coordinator go to Maths Hub training to receive updates to implement within school where necessary. - Maths coordinator look at merging some of the White Rose Scheme alongside the NCETM to assist staff. - Maths coordinator monitor how the use of the NCETM scheme is going and make decisions based upon whether it is working for our setting.	How will you know that it is working? Do staff feel the approach is feasible and useful? Short term- by December 2025 - New teachers understanding mastery maths through using the NCETM. - INSET day maths briefing. - Maths coordinator carrying out learning walks to support all teaching staff. - Maths coordinator going on Maths Hub training to receive updates on use of the NCETM and other schemes of learning. - Staff meeting maths updates following learning walk and training. - Staff training on use of manipulatives. - Governors and SLT kept up to date following monitoring. - Staff ensuring pupils are having time to catch up on their xtables in regular Xtable practise daily. - All pupils making expected progress in maths and where not interventions are being put in place. Medium term- by April 2026 - New teachers are following the NCETM and ping-pong approach to teaching, with use of the White Rose resources alongside this. - Maths books show progress in attainment. - Pupils are meeting targets following assessments from the Autumn term. - Staff are kept up to date with changes. - Staff are using manipulatives effectively to support all pupils. - SLT are meeting teachers to discuss progress towards the targets and what support is needed. - SLT are monitoring pedagogy and offering individual support to improve their teaching. Interventions are impacting on pupils' Xtables. - All pupils making expected progress in maths and where not interventions are being put in place. Long term- by July 2026 - Maths books are consistently showing improvement in attainment. - Multiplication test scores have improved from the average last year being 17/25. - SATS results have improved from the average last year being 58%. - SLT are meeting teachers to discuss progress towards targets and what support is needed.	How will pupils, teachers and the school benefit? What do we want our plan to achieve? How will all the stakeholders benefit? Pupils - Pupils' attainment will improve. - Pupils will have a depth of mathematical knowledge. - Pupils will be able to use their mathematical knowledge and make links across topics. - Pupils will learn to independently access support through available resources and manipulatives. 90% of pupils will have made expected + progress. Teachers - Teachers will confidently use the schemes NCETM and White Rose alongside one another to teach the pupils. - Teachers will sufficiently challenge the pupils to increase the amount of greater depth learners. - Teachers will support pupils through modelling and use of manipulatives. - Teachers will guide TAs on which pupils to support, and both will use a helicopter approach to monitor and assist across the classroom. School - The NCETM and White Rose schemes will be used consistently across the school once embedded. - The maths coordinator will see consistency across the school. - Working walls, manipulatives and flipchart models will be seen across the school as a scaffold for pupils to use. - Governors and SLT will see an improvement in attainment in maths across the school.