

Maths Impact Statement 2022/23

Overall aim: To teach pupils to become fluent in the fundamentals of mathematics, applying their declarative knowledge to procedural methods and then conditional reasoning.

Achievement			
	EYFS	End of KS1	End of KS2
Overall Progress	+3%	-27%	+9%
Overall Attainment	90%	45%	81%
MTC Progress (20+)			+27%
MTC Attainment (20+)			80%

What is the impact on the school?

KS1 children linked maths to their artwork first, before referring to DT and STEM projects, explaining that they use their maths skills when measuring, baking and cooking.

KS2 children linked maths to a range of other areas of the curriculum, specifically DT/STEM (specifically measurement), computing (based on its logic as a subject) and also music, with one child expressing his awareness of the same part of the brain being accessed in maths and music.

What is the impact on the local area?

KS1 children spoke about how we could use our maths skills when going on the Metro, using timetables.

One KS2 was aware of future job opportunities at iMap, linking this to maths through STEM.

What is the impact on preparing our children for life in Modern Day Britain?

One child in KS1 spoke about how she is going to Australia and could use her maths to know how far she was travelling and how long this would take.

A number of maths-related jobs were discussed by KS2 children, including architects, accountants and maths teachers. Links were made to PSHE, specifically the management of money, whilst STEM weeks were referred back to with an acknowledgement of the need to budget as an adult (and indeed in their next step in education) and therefore this skill being important to learn through primary school maths.

Impact of child conferences:

Links to other subjects were strong, but children found it hard to discuss maths in the local area.

Impact of data:

End of KS2 results were extremely strong, but end of KS1 results were very disappointing. Taking Y6 out of the figures, KS2 expected standard percentages were also lower than hoped.

Next steps:

Ensure improved outcomes in maths by the end of KS1; ensure consolidation of arithmetic skills in KS2.

Portfolio of Work

EYFS

KS1

KS2



In

In autumn term, reception represented numbers in a variety of different ways using concrete resources.



Children in Y2 focused on developing their arithmetic skills across autumn term, ensuring their layout was clear and using concrete resources to support.



In autumn term, Y3 children were able to recognise the importance of beginning KS2 with a firm understanding of place value as the "building blocks" of maths.



Reception tied their maths learning into DT and STEM work, recognising the importance of maths in real life through time.



Y1 children learned about the links between maths and music in spring term, applying their counting skills in a practical context when following the beat and pulse of different songs.



By spring term, Y6 children were solving highly challenging reasoning problems across a range of mathematical areas.





By the summer term, children in reception could talk confidently using positional language, both in and out of the classroom.



By the summer term, reasoning skills had developed further in Y2, with some children using purple pens to record their reasoning, preparing them towards KS2.



Children in Y4 and Y6 achieved fantastic results in the MTC and the end of KS2 mathematics SATs respectively: an apt reward for all their hard work.