



Logic Model 2023-2024

SCHOOL: Oxenhope C of E Primary



Improving mathematics EYFS-Y6

Key Issue:	Oxenhope C of E ks2 maths data is below national average
Context / Position Statement:	For the first time in several years the school's maths data at the end of ks2 is below national average. The school has recently changed it's curriculum for maths and this needs further embedding and monitoring before impact can be actively seen (however impact is being seen across the rest of school). Teaching is good across school. The school need to prove that this is a blip in data and not a trend and that the current maths curriculum is appropriate and possivtly impactfully.

PROBLEM - WHY?	INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT?	IMPLEMENTATION ACTIVITIES - HOW?	IMPLEMENTATION OUTCOMES – (who, when how)	FINAL OUTCOMES
<p>1. Gaps in knowledge were not picked up on quick enough.</p> <p>2. Year 6 were not using the new curriculum.</p> <p>3. Maths perception across the school was negative by pupils.</p> <p>4. Teachers articulated needing CPD in maths more than any other subject.</p> <p>5. Lower levels of support staff meant that split teaching could not take place.</p> <p>6. High levels of SEMH needs across KS2 meant that support was used for those needs rather than academic.</p> <p>7. The gap in attainment is not narrowed quickly enough and therefore there is a greater gap to 'make up' in year 6</p> <p>8. Reasoning skills are the weakest</p> <p>9. Marking and feedback could be used more effectively to ensure AFL impact</p>	<p>Active ingredients (from EEF docs)</p> <p>EYFS and KS1:</p> <ul style="list-style-type: none"> - Ensure that teaching builds on what children already know. - Use high quality targeted support to help all children learn mathematics. - Dedicate time to learn mathematics throughout the day. <p>KS2</p> <ul style="list-style-type: none"> - Teach strategies for problem solving. - Enable pupils to develop rich networks of mathematical knowledge. - Develop pupil's independence and motivation. - Use tasks and resources to challenge and support pupils' mathematics. - Use structured interventions to provide additional support. - Use assessments to build on pupils existing knowledge <p>Active ingredient 2</p> <p>Effective use of LSA (learning support assistants) From EEF documents</p> <ul style="list-style-type: none"> - Adopt evidence-based support interventions to support LSAs in their small group and one-to-one instruction. - Use LSAs to add value to what teachers do not replace them. <p>Active ingredient 3</p> <p>Teacher feedback improving pupils' learning (from EEF documents)</p> <ul style="list-style-type: none"> - Deliver appropriately timed feedback that focuses on moving the learning forward. - 	<ul style="list-style-type: none"> - Develop teachers understanding about data and what it is telling us currently. Allow them time to analyses their current data to ensure that from September we are moving the children forward. - Through CPD develop teachers understanding of AFL - Through CPD develop subject knowledge of Oxenhope's maths curriculum and how it encourages reasoning, challenge and independence. - Create links between reasoning and reading skills. Maths and reading leaders to coordinate strategies. - A robust monitoring program in place and further development for subject leader in place - Opportunities for raising the maths profile in place across the year. - Interventions are carefully planned to close the gap. - Recall of facts is promoted across school. - LSAs are trained and support in the delivery of teaching and interventions. - Planning and feedback monitoring will show responsive teaching which impacts on progress - Pupil progress and target meetings are planned in for the year and this allows for indepth discussion about each individual's progress and intervention impact 	<ul style="list-style-type: none"> - Maths twilights/staff meetings planned for the year by September. - Detailed analysis of data from SLT - Structured CPD program published for September 2023 - Structured monitoring program published for September 2023 - Subject leader action plan in place by 16.9.23 and analyzed by SLT. - Structure data analysis opportunities published. - Intervention monitoring plan in place by September. - Maths enrichment days planned by September 2023 - LSA CPD is planned throughout the year by September. - Specific tactics for Y6 such as split teaching are discussed and implemented from January 24 	<p>Short Term</p> <ul style="list-style-type: none"> - Lessons are all good+ - AFL is present throughout. - Marking and presentation have impact. - Children are on track for end of year targets. - Any interventions running are having impact. <p>Medium Term</p> <ul style="list-style-type: none"> - Lessons are all good+ - AFL is present throughout. - Marking and presentation have impact. - Children are on track for end of year targets. - Any interventions running are having impact. <p>Long term</p> <p>Maths data for Y1 2024 EXS + 90% GDS 25%</p> <p>Maths data for Y2 2024 EXS+ 86% GDS 34%</p> <p>Maths data for Y3 2024 EXS+ 82% GDS 34%</p> <p>Maths data for Y4 2024 EXS+ 93% GDS 36%</p> <p>Maths data for Y5 2024 EXS+ 92% GDS 28%</p> <p>Maths data for Year 6 2024 – EXS+ 93% GDS 60%</p>

