



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT
MATHEMATICS
2022-2023

Together **E**veryone **A**chieves **M**ore

IMPLEMENTATION – DATA 2021-2022



Key Stage 1 Maths SATs (12 children)

9/12 (**75%**) **achieved expected/+,** 1/12 (8.3%) achieved Greater Depth and 3/12 (25%) achieved working towards. 5/6 (83.3%) PP pupils achieved expected/+. 2/5 (40%) SEND pupils achieved expected.

Multiplication checker (Year 4)

30% of the children scored 20 or above out of 25.

Key Stage 2 Maths SATS (31 children)

Maths 77% at EXS+ National 71% 26% at greater depth PP 38% at EXP +
(1 child did not sit the Maths paper) EAL 100%

IMPLEMENTATION – DATA 2022-2023



Key Stage 1 Maths SATs (19 children)

19 Year 2 pupils were assessed using the SATs tests combined with teacher assessments 12 (63.1%) achieved the expected standard+ in Maths. 3 (15.7%) achieved greater depth, 7 (36.8%) did not achieve. 1 chn. (5.2%) was absent during the assessment period. 9 (75%) PP chn. achieved 2 of these (16.6% achieved GDS). 0 (0%) SEND achieved

Multiplication checker (Year 4)

64% of the children scored 20 or above (compared to 30% in 2022)

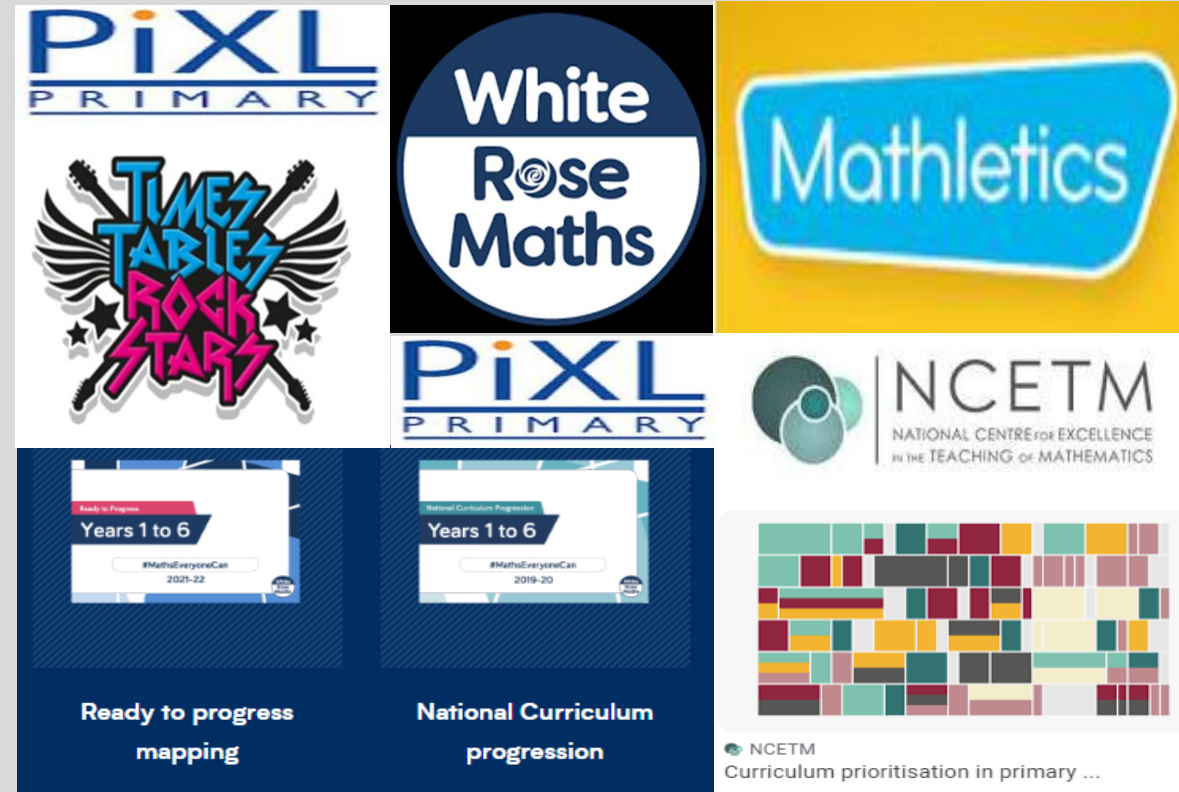
Key Stage 2 Maths SATS (20 children)

(11/20) achieved the expected standard+, 15% (3/20) at greater depth, 57% (4/7) of pupil premium achieved EXS+, SEND 14% (1/7) at EXS Maths

6/20 children in Maths scored a scaled score of 96-99 out of 100 (30%) In mock maths test, which was 2 weeks before 40% achieved EXS 55%



**We use PiXL to
formatively assess
the children from
year 1 to year 6, three
times a year.**

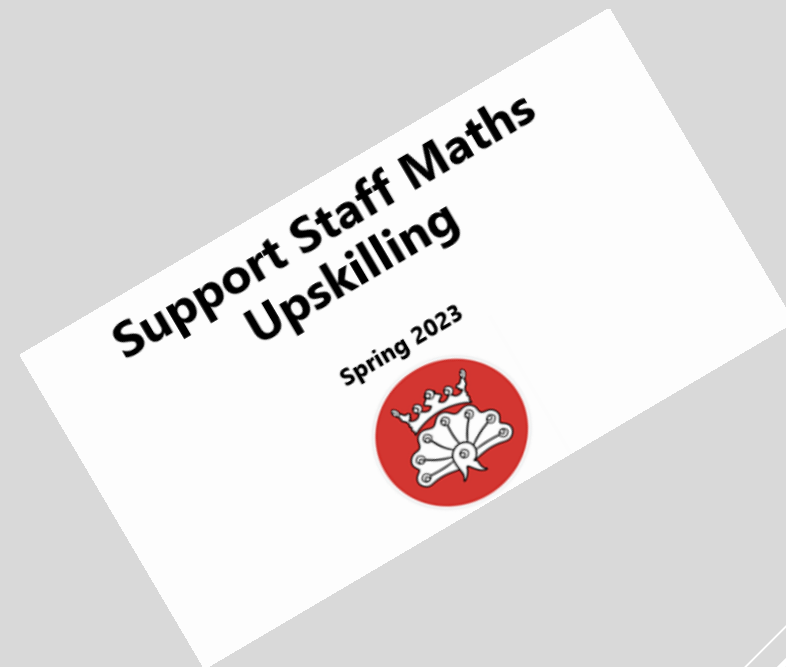


RESOURCES WE USE FOR MAPPING AND TEACHING THE MATHS CURRICULUM

Year 1												Year 2												Year 3												Year 4												Year5												Year 6																																																																																																																																																																																																																																																																																																																																																																																			
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PLANNING OVERVIEWS



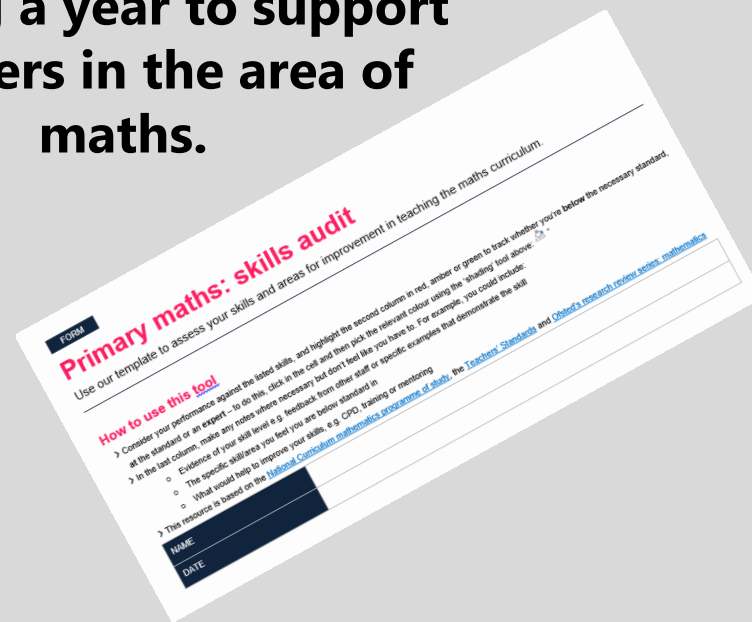


We will be going into our 5th year of working with the Maths Hub

I run approximately 3 staff meeting a year to support members in the area of maths.

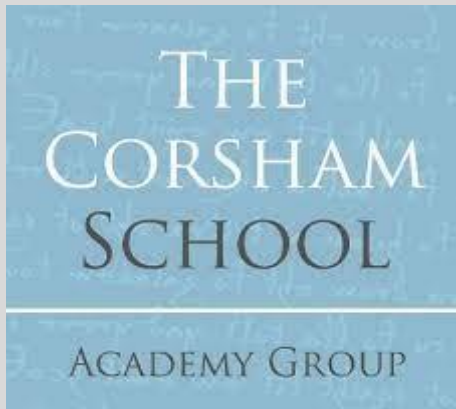
Our support staff are also kept up to date with changes.

IMPLEMENTATION

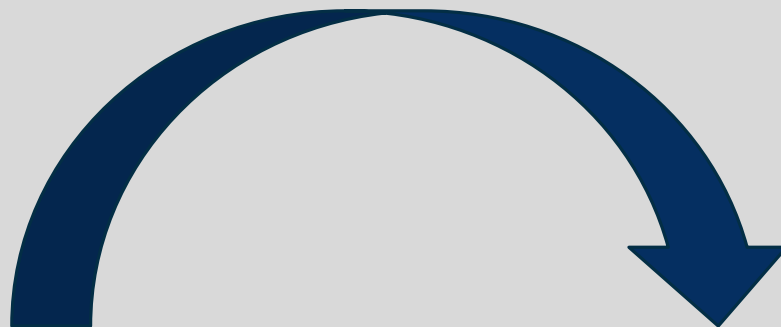


I carry out a staff audits, the results influence my future Action Plans and training.





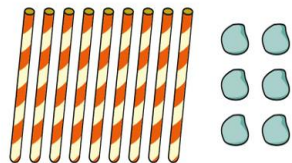
**Their maths
teachers come to
see us and I go to
see them.**



**OVER THE YEARS, I HAVE
DEVELOPED EXCELLENT
LINKS WITH THE
CORSHAM SCHOOL
MATHS DEPARTMENT**



Max has 9 straws and 6 balls of clay.



What 3-D shape can Max make using all of the straws and clay?

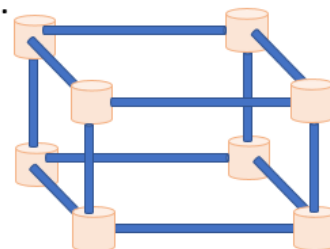
Use straws and clay to make the shape.

Make 3-D shapes

© White Rose Maths 2022



Ron is using marshmallows and straws to build 3-D shapes.



Have a think



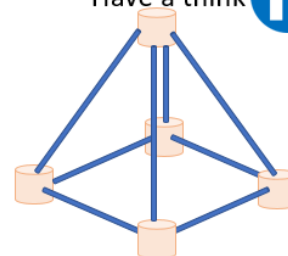
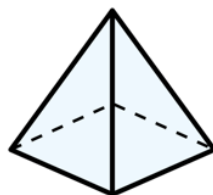
He starts by making a rectangular base.

What shape do you think Ron is making?

Ron has made a cuboid.

How many straws (edges) and marshmallows (vertices) would you need to make this shape?

Have a think



The shape has 8 straws (edges).

The shape has 5 marshmallows (vertices).

White
Rose
Maths



Make 3-D shapes

1. Take eight cubes. Make each of the 3-D shapes.

a) b) c) d) e) f) g) h) i) j) k) l) m) n) o) p) q) r) s) t) u) v) w) x) y) z) aa) ab) ac) ad) ae) af) ag) ah) ai) aj) ak) al) am) an) ao) ap) aq) ar) as) at) au) av) aw) ax) ay) az) ba) bb) bc) bd) be) bf) bg) bh) bi) bj) bk) bl) bm) bn) bo) bp) bq) br) bs) bt) bu) bv) bw) bx) by) bz) ca) cb) cc) cd) ce) cf) cg) ch) ci) cj) ck) cl) cm) cn) co) cp) cq) cr) cs) ct) cu) cv) cw) cx) cy) cz) da) db) dc) dd) de) df) dg) dh) di) dj) dk) dl) dm) dn) do) dp) dq) dr) ds) dt) du) dv) dw) dx) dy) dz) ea) eb) ec) ed) ee) ef) eg) eh) ei) ej) ek) el) em) en) eo) ep) eq) er) es) et) eu) ev) ew) ex) ey) ez) fa) fb) fc) fd) fe) ff) fg) fh) fi) fj) fk) fl) fm) fn) fo) fp) fq) fr) fs) ft) fu) fv) fw) fx) fy) fz) ga) gb) gc) gd) ge) gf) gg) gh) gi) gj) gk) gl) gm) gn) go) gp) gq) gr) gs) gt) gu) gv) gw) gx) gy) gz) ha) hb) hc) hd) he) hf) hg) hh) hi) hj) hk) hl) hm) hn) ho) hp) hq) hr) hs) ht) hu) hv) hw) hx) hy) hz) ia) ib) ic) id) ie) if) ig) ih) ii) ij) ik) il) im) in) io) ip) iq) ir) is) it) iu) iv) iw) ix) iy) iz) ja) jb) jc) jd) je) jf) jg) jh) ji) jj) jk) jl) jm) jn) jo) jp) jq) jr) js) jt) ju) jv) jw) jx) jy) jz) ka) kb) kc) kd) ke) kf) kg) kh) ki) kj) kl) km) kn) ko) kp) kq) kr) ks) kt) ku) kv) kw) kx) ky) kz) la) lb) lc) ld) le) lf) lg) lh) li) lj) lk) ll) lm) ln) lo) lp) lq) lr) ls) lt) lu) lv) lw) lx) ly) lz) ma) mb) mc) md) me) mf) mg) mh) mi) mj) mk) ml) mm) mn) mo) mp) mq) mr) ms) mt) mu) mv) mw) mx) my) mz) na) nb) nc) nd) ne) nf) ng) nh) ni) nj) nk) nl) nm) nn) no) np) nq) nr) ns) nt) nu) nv) nw) nx) ny) nz) oa) ob) oc) od) oe) of) og) oh) oi) oj) ok) ol) om) on) oo) op) oq) or) os) ot) ou) ov) ow) ox) oy) oz) pa) pb) pc) pd) pe) pf) pg) ph) pi) pj) pk) pl) pm) pn) po) pp) pq) pr) ps) pt) pu) pv) pw) px) py) pz) qa) qb) qc) qd) qe) qf) qg) qh) qi) qj) qk) ql) qm) qn) qo) qp) qq) qr) qs) qt) qu) qv) qw) qx) qy) qz) ra) rb) rc) rd) re) rf) rg) rh) ri) rj) rk) rl) rm) rn) ro) rp) rq) rr) rs) rt) ru) rv) rw) rx) ry) rz) sa) sb) sc) sd) se) sf) sg) sh) si) sj) sk) sl) sm) sn) so) sp)

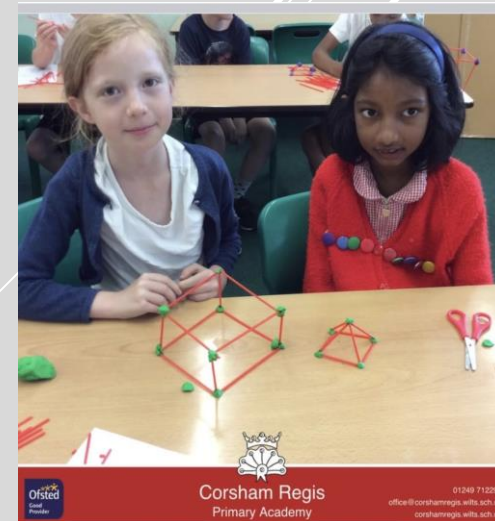
IMPACT

The children are confident in identifying the properties of a range of 3D shapes through discovering how many edges and vertices they identifying patterns.



Evidence

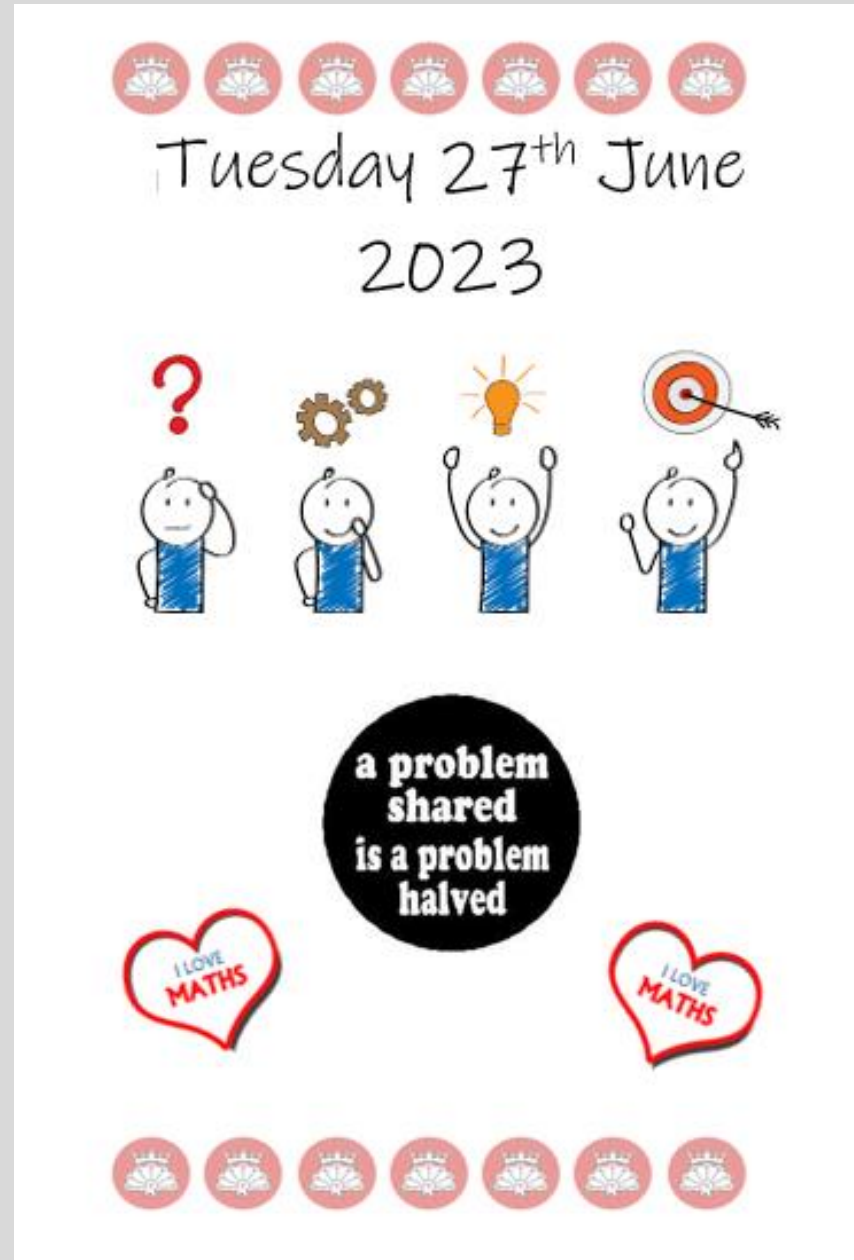
Children learn through exploring



Every year Turner Class
research, plan,

Make and collect the
resources and then run a
Problem Solving event.

PROVISION





IMPACT

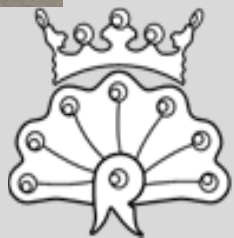
Fox Class





IMPACT

Dickens Class





IMPACT

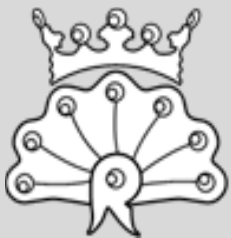
Mason Class






IMPACT

Millward Class





*I loved how we had
to sort, roll tyres
and find cards
linked to shapes.*

*I enjoyed it very
much – there
was a lot of
maths.*

*I loved solving the
colours and shapes into
the hoops – we had to
be quick but not mess
up!*

*I liked going onto the
playground and doing all of
the activities.*

*There was so
much maths to
do!*

EVIDENCE
QUOTES FROM THE CHILDREN TAKING PART



*I would do it
again!*

*It was fun and
the little ones
are cute.*

*Fun to teach them – I
liked how we had to
adapt our problem for
each class.*

*It was fun planning,
making the resources
and then running the
activities.*

*I would do it
everyday!*

EVIDENCE
QUOTES FROM THE CHILDREN RUNNING THE EVENT



**If I get stuck I use
my timetable
knowledge.**

A Child in Dickens

**When I'm working on a
question and it's hard –
I don't give up and I
love it when I figure it
out.**

A child in Millward Class

**I love math because
the lessons are really
fun!**

A child from Mason Class

**I love the challenge
and working with
others.**

A child in Turner Class

**I love maths,
it is so cool to
do maths.**

A child in Fox Class

**CHILDREN'S
VOICE**





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REGIS MAGIC MOMENTS





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Maths is forever evolving and as an outward facing, maths is just getting better and better. Being part of Mobius and PiXL means I get to interact and collaborate with other maths leaders, this then supports me in reflecting upon what we are doing here at Regis. I am very aware that Covid is still playing a part in the children's arithmetic ability, as key years were missed, this will be a focus next year.

- My next step is to support staff with teaching children with dyscalculia.**
- Continue to build links with The Corsham School.**
- Improve arithmetic across the school**
- To continue to drive the teaching of maths to gain the best outcomes for our children.**

FINAL REFLECTION/NEXT STEPS FOR 2023-2024

