Corsham Regis Primary Academy

SUBJECT LEADER IMPACT REPORT
MATHEMATICS

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

Maths

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

- **How to communicate using appropriate vocabulary**
- **About Corsham and their local area**
- **Through experiences inside and beyond the classroom**
- **New knowledge and understanding appropriate to their age**
- **How to keep themselves safe**

These are the essential skills and knowledge that we want our pupils, to learn in mathematics by the end of:

EYFS	KS1
In the EYFS (Early Years Foundation Stage), we focus on developing children's understanding and skills in number, counting, numerical patterns, and spatial reasoning. Our focus being for the children to be able to count confidently, understand number relationships, and recognise and describe patterns. Maths in EYFS also includes developing understanding of shapes, spaces, and measure.	In Key Stage 1 we teach to the objectives set out in the National Curriculum for Year 1 and Year 2. 'The principle focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources.'
LKS2	**UKS2**
In Lower KS2 our priority is to ensure children are becoming increasingly fluent with the four operations (including efficient methods), number facts and place value (including efficient methods), number facts and place value (including simple fractions and decimals) and are able to problem solve.	In Upper KS2 our main priority is to ensure that children are: Extending their understanding of the number system and place value to include larger integers. Developing connections between multiplication and division with fractions, decimals, percentages and ratio. Developing their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Introduced to language of algebra as a means for solving a variety of problems.

Corsham Regis Primary Academy

Maths

Knowledge Retention	Strong Vocabulary Development
Our mathematic curriculum is planned following White Rose and data collected from PiXL assessments, the retention of knowledge is enhanced through a progression of skills. This is assisted by every lesson beginning with a 'Making it Last' and daily 'sweeping up' sessions.	All classrooms display mathematical vocabulary, and these words are explored with children to strengthen their understanding. These are shared on Working Walls. There will be scaffolding within all class settings with the consistent use of sentence stems by all adults.
Range of Resources	**Awareness Days**
Primary maths education utilises a variety of **physical, digital, and print-based resources** to support learning, engagement, and conceptual understanding. These can be categorised as follows: **1. Physical Manipulatives** Hands-on tools that support concrete understanding of abstract mathematical concepts. • **Counters**: Small objects used to count, group, and perform basic operations. • **Base Ten Blocks**: Represent units, tens, hundreds, and thousands to build place value and arithmetic skills. • **Money Handling Kits**: Realistic play money used to simulate transactions and teach financial literacy. • **Rulers and Measuring Tapes**: For lessons in length, perimeter, and real-world measurement applications. • **Other Manipulatives**: Includes bead strings, interlocking cubes, pattern blocks, and fraction tiles for diverse learning activities. **2. Digital Resources** Technology-enhanced tools that promote interactive and personalized learning. • **Interactive Whiteboards**: Enable dynamic teaching with math software, visualisations, and instant feedback. • **Online Learning Platforms**: Mathletics and TTRS • **Web-Based Manipulatives**: o Online versions of tools like number lines, geoboards, or algebra tiles. o Provide flexibility for both classroom and home use. **3. Print-Based Materials** Traditional but essential resources for skill reinforcement and visual learning. • **Worksheets and Workbooks**: Offer structured practice and problem-solving opportunities. • **Flashcards**: Aid in memorisation of math facts (e.g., times tables). • **Flip Charts and Posters**: Visual aids for displaying key math concepts and vocabulary. • **Games and Puzzles**: Encourage engagement through problem-solving in a playful context.	We celebrate the NSPCC Number Day. We whole a maths problem day, organised and run by Upper Key Stage 2 children. We celebrate World Maths Day.

Corsham Regis Primary Academy

Maths

As a Mathematician leaving Corsham Regis, every child will be able to:

understand, and be inspired by the fact that maths plays such a huge part in and can change our lives.

confidently, ask their own questions and using their mathematical skills to explore and discover answers independently.

demonstrate resilience and a high level of perseverance in mathematics.

have developed a strong foundation in mathematics, along with a secure bank of knowledge and enquiry skills that they can confidently build upon as they progress to the next stage of their mathematical education.

make connections and apply their mathematical knowledge both within mathematics lessons and across other areas of the curriculum

IMPLEMENTATION –DATA 2024-2025

Multiplication Checker results for year 4

38% of PP children scored 20 or above 3/9

88% of PP children scored 18 or above

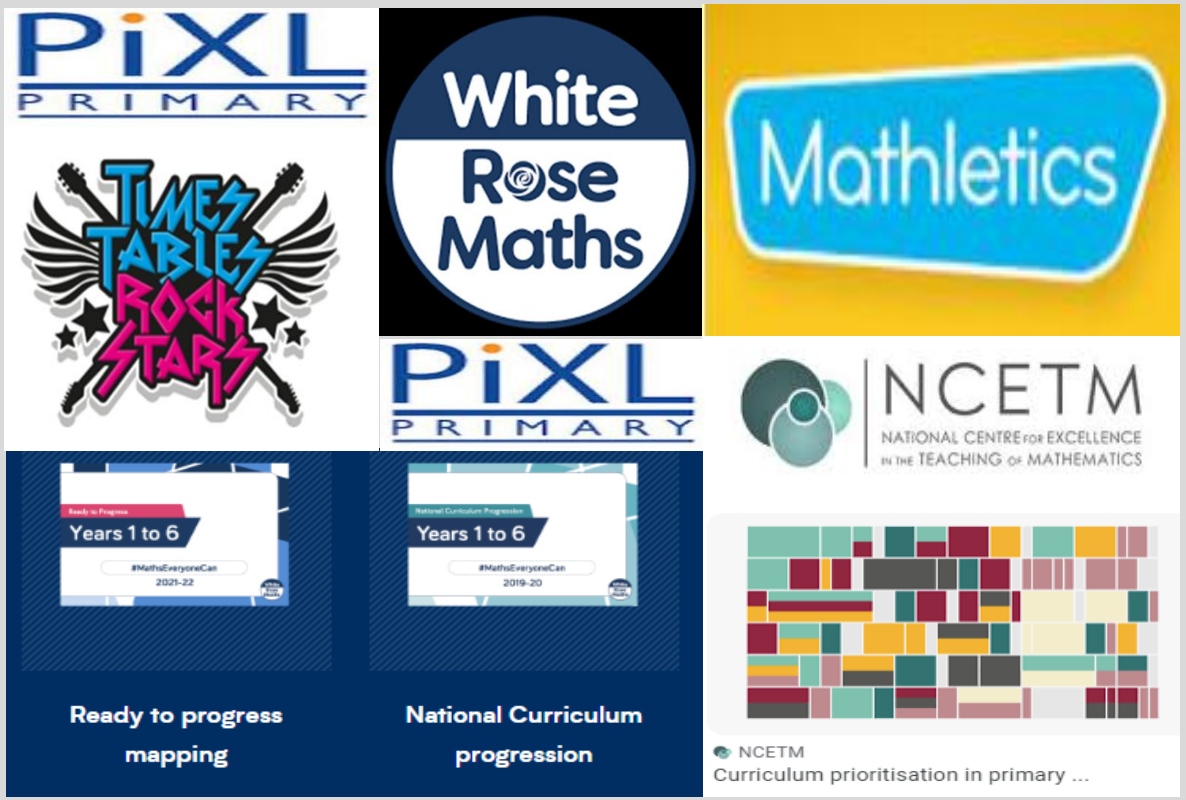
Key Stage 2 SATs results for 21 children

All pupils (21)	**Maths** 67% EXS + 10% GDS
National	74%
Average scaled score Regis	101
Average scaled score national	105
Pupil Premium (9)	67% 11% GDS
SEND (7)	43%

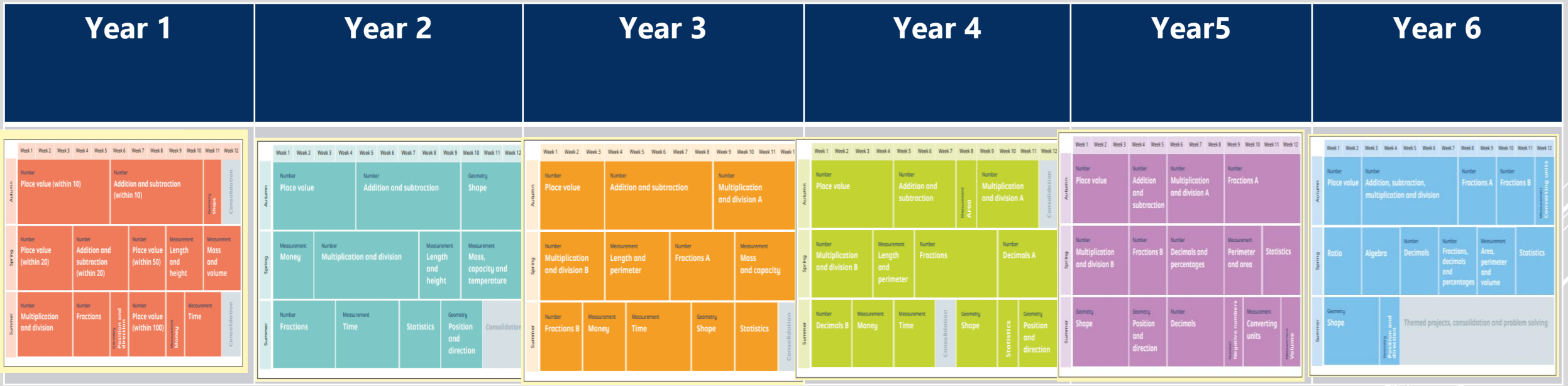
Maths results from across the school summer 2024-2025

Year group	Maths result		PP		SEND	
	Emerging	Expected	Emerging	Expected	Emerging	Expected
EYFS -Number	30%	70%	33%	67%	25%	75%
EYFS – Numerical patterns	26%	74%	33%	67%	25%	75%
	EXS	GDS	EXS	GDS	EXS	GDS
Year 1	80%	9%	66%	0%	50%	0%
Year 2	90%	33%	80%	30%	100%	0%
Year 3	46%	7%	27%	9%	28%	0%
Year 4	39%	0%	56%	0%	11%	0%
Year 5	50%	16%	60%	20%	20%	0%
Year 6	67%	10%	67%	11%	43%	0%

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



RESOURCES WE USE FOR MAPPING AND TEACHING THE MATHS CURRICULUM

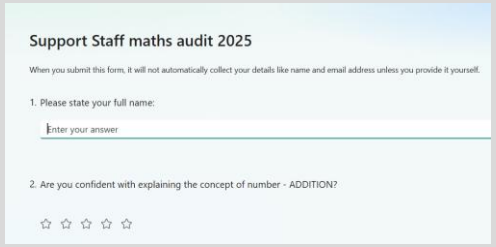


PLANNING OVERVIEWS

IMPLEMENTATION

Our relationship and collaboration with others schools through Challenge Partners supports us in being an outward facing school.

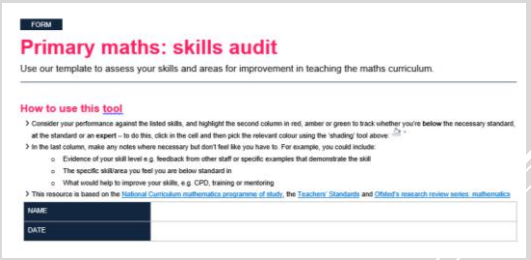
We have spent 4 years working with the Maths Hub



I carried out a TA questionnaire to help me best support them with maths over the next academic year.

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

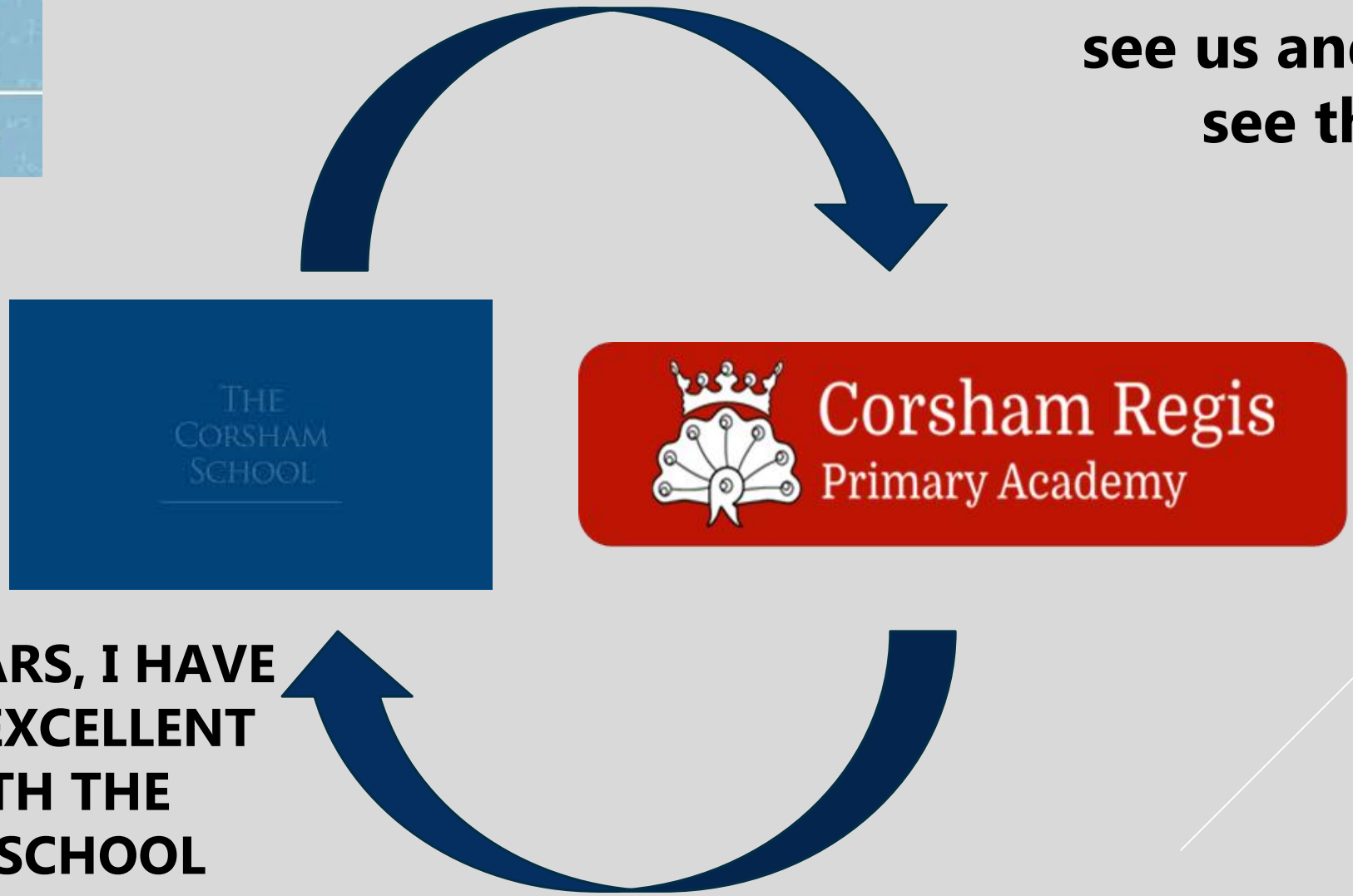
I ensure our support staff are also kept up to date with changes.



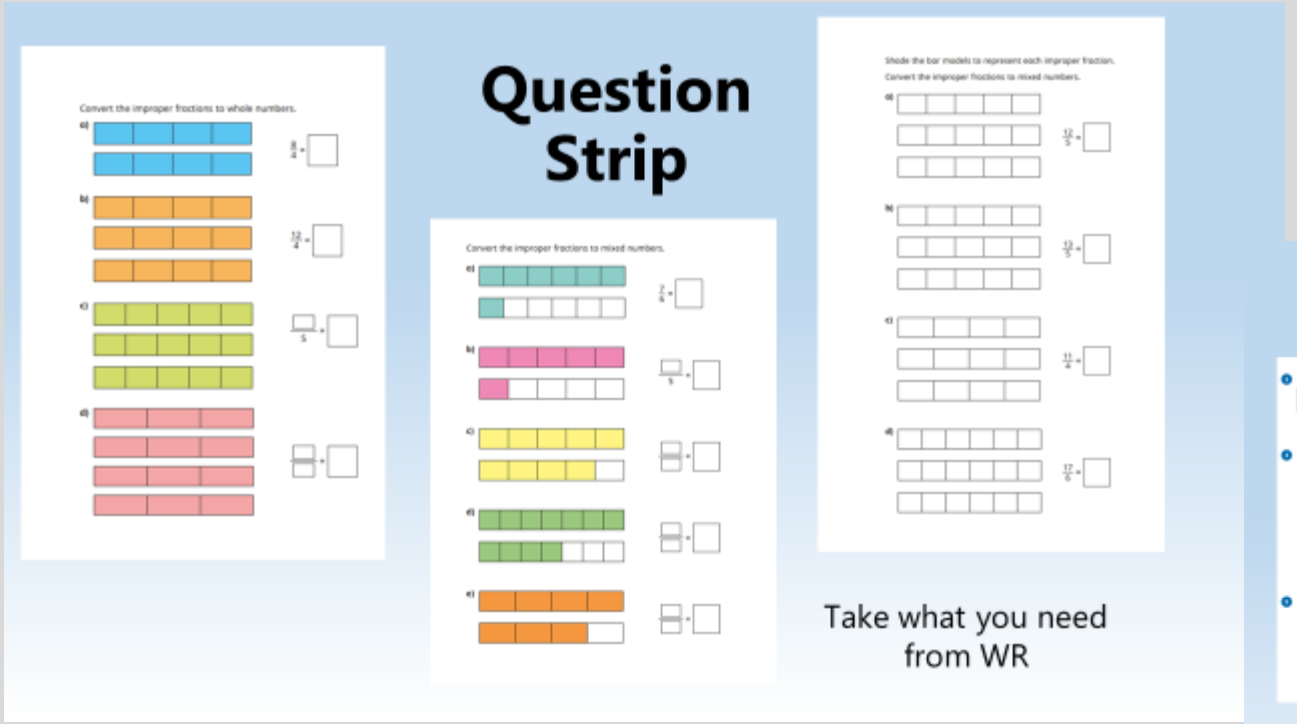
I carry out staff audits, the results influence my future Action Plans and training.

THE CORSHAM SCHOOL
ACADEMY GROUP

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

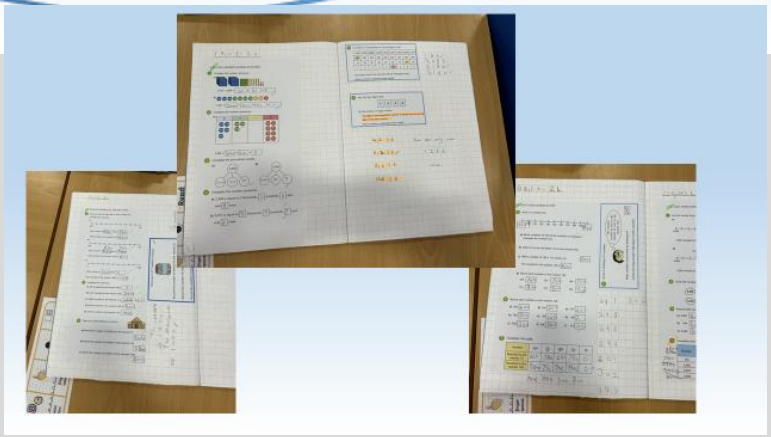


OVER THE YEARS, I HAVE DEVELOPED EXCELLENT LINKS WITH THE CORSHAM SCHOOL MATHS DEPARTMENT


Question Strip
Take what you need from WR


STRETCH
The challenge

PROVISION

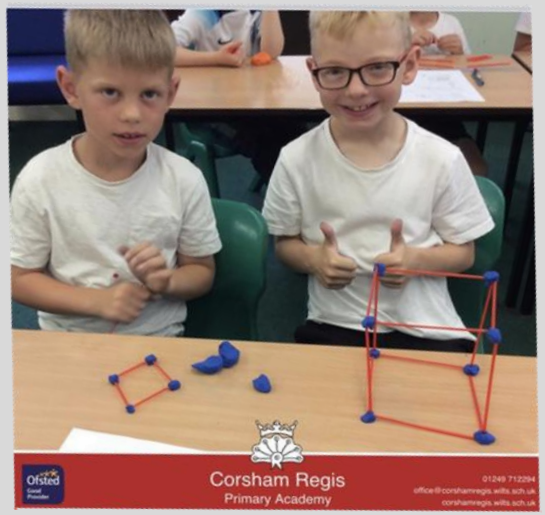


IMPACT

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

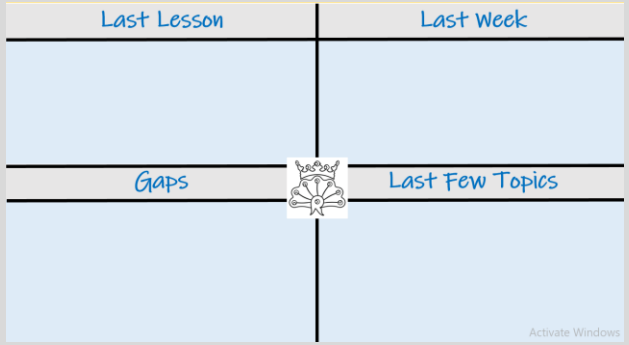
Evidence

Children learn through exploring



It helps me revise maths and all different areas of maths.

It's a maths brain turn on

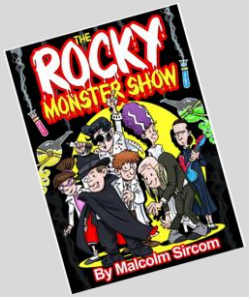


It helps me remember

IMPACT/EVIDENCE

This year we introduced 'Making it Last' into the start of our maths lessons. This is what the children think of it:

Every year Turner Class research, plan, make and collect the resources and then run a Problem Solving event for the whole school. This year it was linked to their Upper Key Stage 2 production.



PROVISION

Monster Maths Day – Tuesday 1st July 🎉

Get ready for a monstrously fun day at school!

Dress Up: Come dressed as a monster and bring £1 to take part in all the exciting activities.

Monster Cake Stall – End the day with a sweet treat! Cakes will cost between 50p and £1.

Monster fashion show
Outdoor math challenge
Whole school singing
Monster dance
Monster cake sale

Don't miss this day of monstrous maths, music, and mayhem!

Monster Maths Day 2025– full of problem solving, teamwork and collaborative learning.










IMPACT

IMPACT

IMPACT/EVIDENCE

THIS IS WHAT THE CHILDREN IN TURNER CLASS THROUGH ABOUT RUNNING THE EVENT

Maths link Governor report of the event

SJ – Link Governor for Mathematics- Visit- July 1st 2025

On Tuesday 1st July I was fortunate enough to visit the school for Monster Maths Day. What a fantastic experience!!!

All the children took part in monstrous maths activities that were created and run by Turner Class (Yr. 6). The day involved the whole school taking part in problem solving, working collaboratively, talking through their thinking and working out real life problems all through games and puzzles.

The children from Turner class explained to me what the younger children had to do and then described how they were going to make the activity more challenging for the older classes, all whilst wearing their monster costumes. They were all so polite and smiley and a real credit to AD and AS.

I saw activities that required the younger classes to recognise numbers, use a number line, measure liquid, add, subtract, multiply and divide and it was evident how much work had gone into both designing the activities and running the day.

All the younger children were enjoying the activities. They were focussed and very excited when they got the right answer. It was lovely to see them working together to help each other.

AD's knowledge, enthusiasm and dedication was clear to see, as always.

PROVISION
Every year an amazing group of year 6s take part in The Corsham School Maths Challenge.

Impact

The children are confident working together mathematically to solve problems in a competitive situation.

Evidence

Children learn through collaboration.

Children were collaboratively and creatively to solve maths problems.

Impact

CHILDREN'S VOICE

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

FINAL REFLECTION/NEXT STEPS FOR 2025-2026

Maths is forever evolving and we are now so outward facing as a school, that 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.

My next step is:

- **To continue to drive the teaching of maths to gain the best outcomes for our children.**
- **To collaborate with the SEND Leader on how best to work with our SEND children to improve their outcomes.**