1. To continue developing fluency and confidence in mental and written calculation methods

Action Area	Action	Timeline	Success Criteria	Cost Implication
1. Leadership and Monitoring	Support the Maths Lead and STEM Family to oversee consistency in teaching of methods across the school.	Autumn Term	Calculation Lead feels confident in overseeing consistent approach and leading multiple staff meetings.	No cost
	Review and update the Calculation Policy where applicable to ensure progression and consistency.	Autumn Term	Updated policy shared with staff and visible on the website (for Parents/Carers).	No cost
	Carry out regular book looks and planning scrutiny with a focus on calculation strategies and use of agreed language that is found within the policy.	Termly	Evidence of progression and consistency across year groups and use of agreed language (seen from children in lessons, teaching staff and during pupil voice).	No cost
2. Teacher Subject Knowledge	Provide further CPD to staff who require it on progression in mental and written calculation strategies across KS1 and KS2.	Spring Term	Teachers confident in delivering age-appropriate methods (as seen in lesson visits). Teachers feel confident to support one another (as part of peer observation schedule).	£300–£500 (CPD provider or INSET)
	Share exemplars and modelled strategies for each year group – perhaps set up a Peer Observation			

	timetable for staff who have a specific CPD requirement.			
	Revisit misconceptions and progression in fluency at staff meetings or dept meetings when necessary (or as part of lesson visit feedback in Training and Development Plans).	Half-termly	Greater teacher understanding and confidence.	No cost
3. Daily Fluency Practice	Review effectiveness and frequency of fluency sessions (use LbQ to support any improvements).	Autumn Term onwards	Regular fluency evident in timetables and books; pupil fluency improves.	£100–£300 (LbQ subscriptions)
	Increase the use of manipulatives and visual representations to support the children's understanding of calculation.	Ongoing	Pupils using resources confidently and appropriately and can articulate what each manipulative represents.	£200–£500 (replenishing manipulatives)
	Implement a larger variety of quick-fire recall activities e.g. Times Tables race, Times Tables Bee (Mr J to host)	Autumn Term onwards	Pupils showing improved mental agility and number sense (increase in Arithmetic scores in KS2 SATs).	No cost
4. Assessment and Intervention	Use baseline fluency assessments to identify children needing support (NFER or Practice SATs papers).	Autumn Term	Gaps in understanding identified early and addressed.	No cost (internal)
	On the back of the baseline results, plan and deliver targeted interventions over the course of the year.	Throughout the year	Identified pupils show improved confidence and calculation accuracy.	£200–£400 (TA time or intervention resources)

	Use LbQ to provide 'real-time' updates on how the children are progressing with calculation.	Termly	Quantifiable improvements in fluency and accuracy.	No cost
5. Parental Engagement	Provide guidance for parents/carers on supporting mental and written methods at home.	Spring Term	Parents report increased confidence in supporting homework and practice (perhaps use end of year questionnaire as a gauge).	Minimal – printing/website upload
	If there is an identified need (perhaps following a parent/carer questionnaire) host a 'Calculation Methods' workshop for parents/carers.	Spring Term	Positive feedback; improved home–school consistency.	£50–£100 (materials/refreshments)
6. Pupil Engagement and Confidence	Create children's voice surveys to better understand attitudes to Maths and calculation.	Autumn and Summer Terms	Increase in pupils reporting confidence and enjoyment of number work.	No cost
	Celebrate progress in fluency through class rewards (e.g. Dojos) or gold book assemblies.	Termly	Pupils motivated and taking pride in maths achievements.	£50–£100 per term (certificates/small prizes)
	Embed reasoning and discussion about calculation strategies in lessons so that the children become better versed in explaining how and why they do something.	Ongoing	Pupils able to explain their thinking using correct mathematical language.	No cost

How will we know if we have met our target?
Increased confidence in mental and written methods, shown in pupil voice and teacher assessments.
Improved arithmetic scores and more accurate written calculations across all year groups.
High levels of consistency in teaching methods across classes and phases.
Reduction in the number of pupils requiring intervention for core calculation skills.
Positive feedback from parents and increased confidence in supporting maths at home.