

Maths Curriculum Impact Statement 2026



Overall synopsis / developments:

This year, we have continued to work collaboratively and to further develop our staff's confidence to deliver a maths curriculum which shows fidelity to Teaching for Mastery. We have done this through open lessons, continual CPD and collaborative planning opportunities. All staff confidently use the White Rose Maths curriculum and design bespoke lessons using our knowledge of Teaching for Mastery (TfM) pedagogy and adaptive teaching. We have continued to provide our pupils with extra opportunities to develop rapid recall and flexibility with key number facts and times tables through lesson design, fluency starters and participation in the NCETM Mastering Number programme for Reception and key stage 1 and also key stage 2. This year, we introduced the new Y3 Mastering Number programme to our Y3 class. We also introduced times tables booklets into daily practice across Y2 to Y5. Both the Mastering Number programme and the use of the times tables booklets are showing a huge impact on automaticity with number facts such as number bonds, doubles, near doubles and composition of number. Our Year 4 and Year 5 have developed multiplicative reasoning through the key stage 2 Mastering Number programme.

The maths ambassadors have supported the maths lead in the delivery of times tables lunch time club sessions. This has also had an impact on children's confidence with times tables.

The focus on times tables in Y4 especially, saw school's MTC average score rise significantly this year.

As a Primary Maths Mastery Specialist for Abacus Maths Hub, I have continued to work closely with the Hub this year, disseminating updates and maths training to my colleagues in school, in schools in our SIG group and with schools across the North West through my workgroups with the Maths Hub. I have supported two local schools as an Intensive Support Partner

Maths in the EYFS:

Maths in the EYFS is strong. Maths is taught daily in Reception through the implementation of the Mastering Number programme and White Rose Maths. The children have opportunities to reinforce mathematics learning regularly through areas of indoor and outdoor provision.

Data overview for Maths

Percentage of children at the Expected Standard or better (age appropriate)

Reception	Key Stage 1	Key Stage 2	Whole school
96%	94.3.3%	87.7%	91%
Maths SATs results 2026		91.3% EXS	34.8% GDS

* Subject in EYFS = Mathematics

Highlights / Life in all its fullness:

- Ongoing maths Staff CPD throughout the year teachers and teaching assistants from this school and other schools through TRG workgroup sessions (in-house and as part of Maths Hub work)
- Weekly Karate Maths club to allow children to practise time stables with older children
- Maths Ambassadors fully involved with supporting the maths lead and with running Karate Maths Club
- -Y6 SATS results
- Increase in Y4 MTC results
- relaunch of TTRS and certificates being given out in assemblies
- Introduction of times tables booklets from Y2 to Y5

offering bespoke maths support to the schools to have an impact on maths teaching at their schools.	
Subject leadership - CPD, Monitoring and books: Learning walks and pupil voice have indicated that our focus on time stables across school is having a positive impact on children's automaticity, accuracy and flexibility with these facts. Data also shows a positive impact of this drive.	
	Pupil voice (including ambassadors) The children have commented that they love the Karate Maths lunch time club. They enjoy the new times tables booklets. The maths ambassadors created a parent guide for TT-Rockstars and they enjoy giving certificates to the younger children in assemblies.