Mathematics and Disadvantaged Pupils Statement

Purpose

At Burton Manor Primary School, we are committed to ensuring that all pupils, including those who are disadvantaged and eligible for Pupil Premium funding, can access, engage with and succeed in Mathematics. We believe that every child should benefit from the same ambitious mathematics curriculum, regardless of their background, prior experiences or barriers to learning.

This statement outlines how we work to remove barriers, provide equitable opportunities and improve outcomes for disadvantaged pupils within Mathematics. It should be read alongside the school's Mathematics Policy and Pupil Premium Strategy.

Aims

We aim to:

- Ensure disadvantaged pupils access and succeed within the full, ambitious Mathematics curriculum.
- Reduce barriers to learning that may affect mathematical understanding, confidence and attainment.
- Use inclusive, evidence-informed teaching strategies that support disadvantaged learners to achieve well.
- Monitor the impact of provision and adapt support where necessary to secure strong progress and attainment.

Strategies for Implementation

a. Quality First Teaching

- Adaptive teaching strategies ensure disadvantaged pupils can access, participate in and succeed in all mathematics lessons.
- Teaching builds on prior learning while not assuming pupils have had the same experiences or opportunities outside school.
- Key mathematical concepts, representations, vocabulary and methods are taught explicitly.
- Appropriate scaffolding, including concrete resources, pictorial representations, worked examples and mathematical vocabulary support, is used to aid learning without lowering expectations.
- Retrieval practice and regular opportunities to revisit previous learning support long-term retention and fluency.

b. Targeted Support and Intervention

- Ongoing assessment is used to identify misconceptions and gaps in mathematical understanding at an early stage.
- Timely interventions are provided to support pupils in securing key knowledge and skills.
- Support is carefully matched to need and reviewed regularly to ensure it has a positive impact on pupil outcomes eg; time may be given to access school equipment or devices may be loaned in order to access the homework platform.

c. Curriculum Design

- The mathematics curriculum is coherently sequenced so that knowledge and skills build progressively over time.
- Teaching prioritises secure understanding of fundamental mathematical concepts and fluency with number.

- Pupils are encouraged to reason mathematically, make connections and solve problems in a range of contexts.
- Mathematical learning is designed to be engaging, accessible and appropriately challenging for all pupils.
- The curriculum promotes high aspirations and develops the mathematical knowledge and skills needed for future learning and everyday life.

d. Staff Development

- Staff receive ongoing professional development to support high-quality and inclusive mathematics teaching.
- Guidance is provided on effective strategies for supporting disadvantaged pupils and overcoming barriers to learning.
- Effective practice is shared across the school to promote consistency and continual improvement in mathematics provision.
- Subject leadership supports staff in developing strong subject knowledge and pedagogical expertise.

Monitoring and Evaluation

- Subject leaders regularly review outcomes for disadvantaged pupils through assessment information, work scrutiny, lesson visits and pupil voice.
- Progress and attainment data are analysed to identify strengths, areas for development and any emerging gaps between groups of pupils.
- Ongoing formative assessment is used to inform responsive teaching and intervention.
- The impact of provision is evaluated through the school's subject leadership processes and contributes to wider Pupil Premium monitoring and reporting to governors.
- Findings are used to inform future planning and ensure provision continues to meet the needs of disadvantaged learners.

Review

This statement will be reviewed annually by the Mathematics Subject Leader and Senior Leadership Team, or sooner if significant changes to guidance or school provision occur.