



DEIS ACTION PLAN 2025-2028 NUMERACY

Review and Rationale:

Analysis of Maths

- ✚ Analysis of Maths Recovery tests with first class at the start of year revealed poor number recognition beyond 10, poor counting forward skills in the range 10-100, very poor counting backward skills in the range 100 to 10, especially crossing the decades and allowed targets to be set for Maths Recovery groupings. Teacher observation revealed that the jump from working within the range 1 to 10 in senior infants to 1 to 100 in 1st class is significant and number should be considered as an area of focus going forward
- ✚ Analysis of first class Drumcondra Maths Screening test 2025 revealed that 15 children fell below the class average. Over the coming three year we hope to reduce the number of these children in this bracket of attainment.
- ✚ Review of Drumcondra maths test scores revealed that the highest number of our students have a standard score of 90-109 in each class-2nd to 6th. Over the coming 3 years we aim to increase the number of students who come within the Standard Score of

110-119, by targeted DEIS maths time to focus on developing the potential of the learners within this bracket. Monitoring progress yearly using Aladdin data of Standardised Test.

- ✚ Review of Mental maths revealed that the mental maths books being used are worthwhile as a means of constant revision of topics not in focus but there needs to be a focus on the teaching of agreed **mental maths strategies. (suggestions attached)**
- ✚ Review of the teaching and learning of tables revealed that tables/ number facts need to be explicitly taught and regularly practised in class through a wide variety of active methods that focus on purposeful practice and Flexible strategies

Targets:

1. By the end of this current DEIS term, that 75% of pupils in the school will report a positive attitude towards maths, as measured by pupil self-assessment surveys and classroom engagement indicators, with a particular emphasis on confidence, perseverance, and enjoyment of maths activities. (Surveys Nov 25 as comparison)
2. To increase the use of real-life examples in maths lessons to make maths meaningful, while developing essential number skills such as addition, subtraction, multiplication, division, and problem-solving.
 - ✚ We aim to see a shift in our average Standard score per class group. Currently the majority of our children are coming in in the 90-109 bracket. Over the next 3 years we aim to see the percentage of children in the 110-119 bracket increase by 1% each academic year on review.
 - ✚ To see the Whole school overall average Standard Score of 98 and Sten of 5 improving over the next 3 years
 - ✚ Practice mental maths strategies to improve overall Fluency with Maths.
 - ✚ Continue to encourage Parental Involvement in Numeracy work throughout the school-Maths for Fun, Maths Week Activities, Family Learning.

<p style="text-align: center;">Actions 25/26</p> <ul style="list-style-type: none"> ✓ Analyse up to date data and align new areas of priority intervention based on need. ✓ Active learning experiences: Pupils engage with hands-on activities and problem-solving tasks that make maths meaningful and relevant. ✓ Continued focus on Maths Talk- Structured discussion, explanation and reasoning help pupils value their own thinking and understand others' strategies-to build a positive maths attitude. ✓ Real Life Maths opportunities in each class <p>Examples:</p> <p>Shopping and Money: Use a mock classroom shop where students "buy" and "sell" items using play money. Using Revolut/Laser maths</p> <p>Cooking and Recipes: Use recipes to explore measurement, addition, and fractions.</p> <p>Classroom Data Collection: Conduct surveys (e.g., favourite fruit, pets, sports)</p>	<p style="text-align: center;">Actions 26/27</p> <ul style="list-style-type: none"> ✓ Analyse up to date data and align new areas of priority intervention based on need. ✓ Active learning experiences: Pupils engage with hands-on activities and problem-solving tasks that make maths meaningful and relevant. ✓ Continued focus on Maths Talk- Structured discussion, explanation and reasoning help pupils value their own thinking and understand others' strategies-to build a positive maths attitude. ✓ Real Life Maths opportunities in each class <p>Examples:</p> <p>Shopping and Money: Use a mock classroom shop where students "buy" and "sell" items using play money. Using Revolut/Laser maths</p> <p>Cooking and Recipes: Use recipes to explore measurement, addition, and fractions.</p>	<p style="text-align: center;">Actions 27/28</p> <ul style="list-style-type: none"> ✓ Analyse up to date data and align new areas of priority intervention based on need. ✓ Active learning experiences: Pupils engage with hands-on activities and problem-solving tasks that make maths meaningful and relevant. ✓ Continued focus on Maths Talk- Structured discussion, explanation and reasoning help pupils value their own thinking and understand others' strategies-to build a positive maths attitude. ✓ Real Life Maths opportunities in each class <p>Examples:</p> <p>Shopping and Money: Use a mock classroom shop where students "buy" and "sell" items using play money. Using Revolut/Laser maths</p> <p>Cooking and Recipes: Use recipes to explore measurement, addition, and fractions.</p>
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<p>and represent the results using tally charts, bar graphs, or pictograms.</p> <p>Time and Schedules: Relate lessons to daily routines: "The school day starts at 9 am and finishes at 3 pm. How many hours is that?"</p> <p>Number in Nature and Environment: Count items outside, such as leaves, steps, or classroom object</p> <p>Games and Puzzles: Use dice, cards, or board games to practice addition, subtraction, or multiplication.</p> <ul style="list-style-type: none"> ✓ Using IXL Maths Programme from Junior Infants to 6th Class to consolidate Maths Concepts and ICT Skills and increase enjoyment and engagement. (purchased for whole school-DEIS grant) ✓ In Class support for Numeracy(DEIS time) support to allow for smaller groups and in class targeted intervention. ✓ ROSE method for Problem Solving, displayed per room and explicitly taught from 1st Class to 6th class 	<p>Classroom Data Collection: Conduct surveys (e.g., favourite fruit, pets, sports) and represent the results using tally charts, bar graphs, or pictograms.</p> <p>Time and Schedules: Relate lessons to daily routines: "The school day starts at 9 am and finishes at 3 pm. How many hours is that?"</p> <p>Number in Nature and Environment: Count items outside, such as leaves, steps, or classroom object</p> <p>Games and Puzzles: Use dice, cards, or board games to practice addition, subtraction, or multiplication.</p> <ul style="list-style-type: none"> ✓ Using IXL Maths Programme from Junior Infants to 6th Class to consolidate Maths Concepts and ICT Skills and increase enjoyment and engagement. (purchased for whole school-DEIS grant) ✓ In Class support for Numeracy(DEIS time) support to allow for smaller groups and in class targeted intervention. 	<p>Classroom Data Collection: Conduct surveys (e.g., favourite fruit, pets, sports) and represent the results using tally charts, bar graphs, or pictograms.</p> <p>Time and Schedules: Relate lessons to daily routines: "The school day starts at 9 am and finishes at 3 pm. How many hours is that?"</p> <p>Number in Nature and Environment: Count items outside, such as leaves, steps, or classroom object</p> <p>Games and Puzzles: Use dice, cards, or board games to practice addition, subtraction, or multiplication.</p> <ul style="list-style-type: none"> ✓ Using IXL Maths Programme from Junior Infants to 6th Class to consolidate Maths Concepts and ICT Skills and increase enjoyment and engagement. (purchased for whole school-DEIS grant) ✓ In Class support for Numeracy(DEIS time) support to allow for smaller groups and in class targeted intervention.
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<ul style="list-style-type: none"> ✓ Maths Recovery, Whole Class initiative used from Infants to 3rd to encourage and develop Mental Maths skills. ✓ Maths Wall visible in each classroom and updated regularly ✓ Staff Training for teachers in 3rd-6th Class and SET in the use of Izak9 Programme.Izak9 -Live sessions ✓ Active Involvement in Maths Weeks activities-whole school activities to develop positive attitudes to maths and encourage involvement. ✓ Presentation of work in Maths Copies-School Outline discussed and sample copy outline displayed in each class. ✓ Maths Week-encouraging Parental Involvement and Participation. ✓ Mental Maths practiced on a daily basis per class group-Mental Maths strategies improved and increased upon each year. 	<ul style="list-style-type: none"> ✓ ROSE method for Problem Solving, displayed per room and explicitly taught from 1st Class to 6th class ✓ Maths Recovery, Whole Class initiative used from Infants to 3rd to encourage and develop Mental Maths skills. ✓ Maths Wall visible in each classroom and updated regularly ✓ Staff Training for teachers in 3rd-6th Class and SET in the use of Izak9 Programme.Izak9 -Live sessions ✓ Active Involvement in Maths Weeks activities-whole school activities to develop positive attitudes to maths and encourage involvement. ✓ Presentation of work in Maths Copies-School Outline discussed and sample copy outline displayed in each class. ✓ Maths Week-encouraging Parental Involvement and Participation. ✓ Mental Maths practiced on a daily basis per class group-Mental Mathsstrategies improved and increased upon each year. 	<ul style="list-style-type: none"> ✓ ROSE method for Problem Solving, displayed per room and explicitly taught from 1st Class to 6th class ✓ Maths Recovery, Whole Class initiative used from Infants to 3rd to encourage and develop Mental Maths skills. ✓ Maths Wall visible in each classroom and updated regularly ✓ Staff Training for teachers in 3rd-6th Class and SET in the use of Izak9 Programme.Izak9 -Live sessions ✓ Active Involvement in Maths Weeks activities-whole school activities to develop positive attitudes to maths and encourage involvement. ✓ Presentation of work in Maths Copies-School Outline discussed and sample copy outline displayed in each class. ✓ Maths Week-encouraging Parental Involvement and Participation. ✓ Mental Maths practiced on a daily basis per class group-Mental Maths strategies improved and increased upon each year.
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	<p>✓ 26/27-actions will be edited and adapted/extended each year</p>	<p>✓ 26/27-actions will be edited and adapted/extended each year</p>
<p><u>Success Criteria: Monitoring and Evaluating:</u></p> <ul style="list-style-type: none"> ✚ Pupils complete a simple attitude survey at the start and end of the year (see attached) ✚ Indicators include: enjoyment of maths lessons; confidence with maths tasks; willingness to try challenging problems. ✚ Reduction in avoidance behaviors (e.g., refusal to attempt tasks). ✚ Use of growth mindset language, acknowledging effort and participation in line with New Primary Maths Curriculum. Method important as well. ✚ Increased participation in class discussions and problem-solving and 'having a go' mentality. <ul style="list-style-type: none"> ● Drumcondra Maths results to be compared year on year on a class group basis - 1st/2nd/3rd etc. and also on a combined class and Whole School basis. ● Whole School Figures on overall averages will be looked at and figures noted each year from Aladdin analysis. Targets then will be altered in line with annual results. ● Staff Meetings will feature a monthly DEIS focus-additional actions for 26/27 and 27/28 will be drafted also during staff meetings. <p>DEIS Numeracy Plan is a working Document-allowing for annual change if necessary.</p>		

- SET and Whole Class Feedback on In Class Support and Priority need areas.
- Individual class monitoring between SEN and class teachers ongoing.
- DEIS planning-Autumn term 25, March 26, June 26-to review interventions and monitor interventions and supports.

Ratified by the BOM on 11-12-2025

Signed: *John Condon* Chairperson

Signed: _____ Principal