ST. CONAL'S NUMERACY DEIS PLAN 2021-2024
Summary of results of May 2021 Sigma-T test:	1. The previous three-year DEIS plan was initiated in 2017 and was extended by one year as per the Department's guidance in 2020. The national Covid-19 outbreak, however, resulted in two prolonged closures in 2020 and 2021 and the cancellation of standardised testing in 2020. Thus it was two years between the 2019 and 2021 results. Despite the huge amount of remote teaching conducted by all staff during the lockdowns, the results of the 2021 tests showed score reductions right across the strands and skillsets in terms of percentage correct, as was the national experience. The really positive work conducted during the first two years of the plan suffered a major setback during the lockdowns and the resultant lack of in-person teaching and testing. 2. It must always be considered that the pupil class cohorts from DEIS plan to DEIS plan can vary greatly in their abilities in mathematics and this can also account for higher or lower overall averages from year to year. The reduction in our numbers from the usual 80+ pupils in the school to 65+ can also influence figures when one child has a greater weighting when it comes to percentages. 3. The pupils who scored between the 17th and 84th percentiles seemed to be the ones to suffer the biggest reductions from previous years during the periods of remote learning, while the higher achievers seemed to cope best in maintaining their scores. 4. This plan aims to address the weakest areas and attempt to return the school to at least the scores of 2019. It will take the children from where they are in the May 2021 test and work from that starting point. For example, it is intended that the CLASS initiative should begin to address the areas prioritised in this plan in December and January 2021-22. Further strategies will be outlined in this plan with the target of raising the percentage correct scores across the board over the next three years. 5. It is positive to record that the school's curve of Normal Distribution still currently mirrors the normal national bell-curve, except in the upper end, where it is significantly better. The previous bell-curve was to the right of the national mean, and this is where we intend to return. 6. The overall standard score average is 104 (100 being the national mean). 7. The overall percentile is 61 (50 being the national mean). 8. The average STEN score is 6. (6 being the national mean) 9. In terms of Skills percentage correct, the scores were: 10. Number (59%), Algebra (59%), Data Analysis (66%) Shape and Space (50%) and Measure (50%). 11. The skillsets of Concepts and Facts had the following percentage correct: Understanding Concepts & Facts (63%) and Computations and Procedures (55%) and Solving Word Problems (46%)

Strengths in 2021:	1. The low numbers of children presenting difficulties in the 0-16th percentile range. 2. The high numbers of pupils attaining STEN scores of 8 and 9 is encouraging. 3. Most children overwhelmingly report liking and enjoying numeracy and are glad to be back in class and learning in person. 4. Most children's nightly work in Ready Steady Go mental maths is proving very effective, with the teachers involved finding it beneficial in improving mastery of facts and strands, promoting a better understanding of the patterns involved in numbers and stretching them by going into areas not usually addressed by the class textbooks. 5. Most children are able to recite, recall and sequence number facts, with further work on Number Shark and Maths Invaders proving most beneficial and popular with the children. 6. Most children are able to confidently approach a Sigma-T test and not display stressful behaviours. 7. Intervention strategies by the Special Education teachers have been very successful in improving individual pupils' scores where a need has been identified. 8. Teachers report that they use a variety of teaching approaches including talk and discussion, teacher questioning, concrete materials, station teaching and IT being used to supplement other strategies

Baseline figures in 2021:	Sigma-T 2021			
	0-2%	0% (normal distribution 2%)	51-84%	24% (normal distribution 34%)
	3-16%	8% (normal distribution 14%)	85-98%	30% (normal distribution 14%)
	17-50%	36% (normal distribution 34%)	99-100%	2% (normal distribution 2%)

Summary of main areas requiring improvement as identified in last SSE	1. Problem-solving strategies in various forms with a common approach throughout the school; **RUDE** (Read, Underline, Draw, Estimate) to be used in the junior classes and **RAVCECC** (Read, Attend to key data, Visualise, Choose numbers and mathematical operations, Estimate, Calculate, Check) to be used in the senior classes. **RUCSAC** (Read, Underline, Create, Select, Answer, Check) is being used in the middle classes. 2. Targeted groups with difficulties in particular areas to be identified and worked with by the Special Education teachers.

Improvement targets (related to pupils' achievement):	To increase the success rate in problem-solving to 55% To maintain the percentage of students scoring below the 16th percentile at 8% (Nationally 16%) To decrease the percentage of students scoring between the 17th and 50th percentile to 30% (Nationally 34%) To increase the percentage of students scoring between the 51st and 84th percentile to 34% (Nationally 34%) To maintain the percentage of students scoring between the 85th and 98th percentile at over 25% (Nationally 14%) To maintain the percentage of students scoring between the 99th and 100th percentile at 2% (Nationally 2%) To ensure an emphasis is placed on Oral Maths To ensure that all classes are equipped for teaching Maths through a 'Hands-On' approach Through the use of Maths Trails ensure that Maths is visible throughout the school To embed the importance of good knowledge of Maths Tables To ensure an emphasis is placed on the RUDE/RUCSAC/RAVCECC strategy to help pupils with their Problem Solving Skills
Persons responsible:	All staff
Timeframe for action:	Steps of the above to begin in November 2021 and to be completed by June 2024.
	2021-2024
	Analysis of Sigma T to be carried out in September/October 2021. *Promote a Maths-rich visual environment in the school.* *The CLASS initiative to be used from December 2021 to focus on problem areas identified in the SIGMA-T results.* *To re-emphasise RUDE in the junior classes, RUCSAC in the middle classes and RAVCECC in the senior classes.* To promote the use of Maths Invaders and oral maths strategies to provide a variety of learning opportunities for the children. *Continue timed tables tests in all classes from 1st to 6th.* *Mental Maths books to be used from 1st to 6th.* *IXL.ie to be used to work on problem-solving strategies in the various guises.* *More frequent informal problem-solving, offering stimulating challenges such as puzzles, Rubik cubes, draughts, etc. and varying the language used* *Integration of maths and science in STEM work.*

Get involved in Maths Week each year.
Maths trails to be organised in the summer term.
Special Education teachers will assess each pupil that qualifies for Numeracy Support, deliver a specified timeframe intervention, then re-assess each pupil.
Analysis of Sigma T to be done in September 2022.
Analysis of Sigma T to be done in September 2023.

Success criteria for measurable outcomes:	The Sigma-T test results will be analysed in 2022, 2023 and 2024 in order to check on the progress towards achieving our targets.		
	Sigma-T 2022	**Sigma-T 2023**	**Sigma-T 2024**
0-2%			
3-16%			
17-50%			
51-84%			
85-98%			
99-100%			

Measurable target results:	**Sigma-T 2022**	**Sigma-T 2023**	**Sigma-T 2024**
To increase the success rate in problem-solving to 55%			
To maintain the percentage of students scoring below the 16th percentile at 8% (Nationally 16%)			
To decrease the percentage of students scoring between the 17th and 50th percentile to 30% (Nationally 34%)			

To increase the percentage of students scoring between the 51st and 84th percentile to 34% (Nationally 34%)			
To maintain the percentage of students scoring between the 85th and 98th percentile at over 25% (Nationally 14%)			
To maintain the percentage of students scoring between the 99th and 100th percentile at 2% (Nationally 2%)			