



DEIS Planning: Plan to Promote: **NUMERACY**

Summary Plan to promote NUMERACY

This DEIS Numeracy Plan aims to improve pupils' mathematical attainment, confidence and engagement in mathematics across the school over the period 2025–2028. Analysis of standardised test data, diagnostic assessments and teacher observations has identified Number and Algebra as the area of greatest need, particularly in relation to number sense, place value, recall of number facts and the application of mathematical skills in problem-solving contexts.

A key priority of this plan is to support pupils who may be at risk of educational disadvantage, including those who may experience barriers to learning due to socioeconomic factors, gaps in prior learning, language barriers, or reduced access to learning supports outside school. The school will prioritise early identification of difficulties, targeted intervention and inclusive classroom practices to ensure that all pupils have equitable opportunities to develop numeracy skills.

Analysis of whole-school assessment data also identified a pattern of lower attainment at First Class level. When First Class results were included in whole-school averages, the overall Mathematics Standard Score was consistently lower than the average for 2nd–6th Classes. As standardised assessment data is not available prior to First Class, this highlighted the need for a more systematic approach to identifying and addressing difficulties in foundational numeracy during the infant years.

Early screening in the infant classes will allow teachers to identify pupils who may require additional support in developing foundational number concepts. Targeted interventions, small group support, and team teaching approaches will be used to address learning gaps and provide additional scaffolding for pupils experiencing difficulty.

The school will also continue to strengthen assessment practices, enabling teachers to closely monitor pupil progress and provide timely supports. The further development of maths journals and pupil portfolios will support pupils in explaining their thinking, reflecting on their learning and developing confidence in mathematics.

Through collaborative planning, targeted supports and ongoing monitoring of assessment data, the school aims to improve outcomes for all pupils while ensuring that those most at risk of educational disadvantage receive the support necessary to succeed in mathematics.

Targets:					
Attainment: To increase the whole-school Mathematics Standard Score (1st–6th Classes) from 94 in 2024/25 to 97 by June 2028, while reducing the percentage of pupils scoring at or below the 12th percentile by at least 5%. (L) Number and Algebra: To improve pupil attainment in Number and Algebra, with particular focus on number sense, place value, number facts, mathematical language and problem-solving. (L, CPD) Early Identification and Intervention: To establish a consistent whole-school approach to early identification of numeracy difficulties through number screening in Junior Infants, Senior Infants and First Class, with targeted intervention provided in response to identified need. (L, CPD) Assessment and Pupil Reflection: To strengthen whole-school assessment practices and progressively embed the use of maths journals and pupil portfolios to support assessment, mathematical communication, pupil reflection and pupil voice. (L, WB)					
When:	Actions:	Who:	Lead:	Resources:	Measurable Targets:
2025/2026	- Introduce and implement a Number Screener in Junior Infants, Senior Infants and 1st Class, administered by the SET team in collaboration with class teachers, to support early identification of pupils experiencing difficulties in Number and Algebra. - Identify pupils who may be at risk of educational disadvantage using a combination of screening tools, teacher observation and assessment data. - Provide targeted small-group and in-class interventions focusing on number sense and foundational number concepts. - Continue and further develop team teaching approaches to provide	Class teachers, Special Education Teachers.	Principal / In-School Management Team.	Number screening tools, maths journals, concrete materials, maths programmes (e.g. Ready Set Go Maths), CPD supports, ICT resources.	- Number screening assessments completed in 100% of Junior Infant, Senior Infant and First Class classes. - Pupils identified as requiring additional support receive targeted intervention within the school support framework. - Maths journals introduced in at least 50% of classes. - Assessment data used to track progress of pupils at risk of educational disadvantage.

	additional support within the classroom setting. • Introduce or further develop the use of maths journals to support mathematical communication and pupil reflection. • Provide staff CPD on strategies to support pupils experiencing difficulties in Number and Algebra.				
2026/2027	• Continue use of number screening and diagnostic assessments to identify pupils requiring additional support. • Provide targeted numeracy interventions focusing on Number and Algebra concepts. • Further develop team teaching and collaborative planning to support differentiated instruction. • Expand the use of maths journals and pupil portfolios across more classes. • Increase opportunities for pupils to engage in problem-solving and mathematical discussion. • Review assessment data regularly to ensure pupils at risk of educational disadvantage are receiving appropriate support. • Build staff capacity in early numeracy intervention by facilitating Maths	Class teachers, Special Education Teachers.	Principal / In-School Management Team.	Assessment data (Aladdin), maths journals, concrete materials, ICT resources, Maths Recovery/CPD	• Maths journals or portfolios used in at least 75% of classes. • Evidence of increased engagement in mathematical discussion. • Assessment data shows progress for pupils receiving targeted interventions. • Teachers consistently using assessment data to inform teaching and support planning.

	Recovery training for an additional staff member.				
2027/2028	- Continue implementation of number screening and ongoing assessment practices. - Review the effectiveness of interventions and support strategies for pupils experiencing difficulty in Number and Algebra. - Consolidate the use of maths journals and portfolios across the school. - Analyse standardised test results and diagnostic data to evaluate progress. - Share effective numeracy teaching strategies and successful interventions across the school.	Class teachers, Special Education Teachers, ISM Team.	Principal / In-School Management Team..	Standardised test results, diagnostic assessments, maths resources, ICT supports.	- Whole-school average Mathematics standard score reaches 97 or above. - Reduction of at least 5% in pupils scoring at or below the 12th percentile. - Evidence of improved attainment in Number and Algebra-related assessments. - Maths journals or portfolios used in all classes.
Monitoring: Implementation of the plan will be monitored through: - Annual analysis of Drumcondra Mathematics standardised test results. - Review of number screening and diagnostic assessment data. - Monitoring of assessment data recorded on Aladdin. - Review of progress of pupils receiving targeted interventions, particularly those identified as being at risk of educational disadvantage. - Staff meetings and collaborative planning sessions to discuss progress and adjust supports where necessary. - Review of pupil work in maths journals and portfolios. The In-School Management Team will oversee monitoring and ensure that the strategies outlined in the plan are implemented consistently across the school.					

Evaluation:

The effectiveness of the Numeracy DEIS Plan will be evaluated annually using the following indicators:

- Improvement in standardised Mathematics scores across the school.
- Reduction in the number of pupils scoring at or below the 12th percentile.
- Evidence of improved understanding of Number and Algebra concepts.
- Progress of pupils receiving targeted numeracy interventions.
- Evidence that pupils identified as at risk of educational disadvantage are making measurable progress.
- Increased pupil engagement and confidence in mathematics, as observed by teachers and through pupil work.

Findings from the evaluation process will inform future DEIS planning and ongoing whole-school numeracy development.