

Sport Premium and P.E Action Plan– 2017 – 2018

Key achievements last year	Areas for further improvement and baseline evidence of need
<p>Continued membership of King Edward’s Schools Sports Partnership has provided opportunities for:</p> <ul style="list-style-type: none"> • Development of teachers’ skills in a range of sports which has directly impacted on the quality of teaching and learning in PE lessons. • Increased provision of extra-curricular clubs, both at lunchtime and after school, in a range of different sports for children from Year 1 – Year 6. • Opportunities for increased participation in competitions. 	<p>Weight and Height reports show that further opportunities for sustained physical activity and healthy eating education are required: Actions include: Marathon Kids to be introduced across school; workshops for parents of identified children on healthy eating planned.</p> <p>Following staff audit and lessons observations there will be a focus on improving teaching and learning in gymnastics in 2017-2018. Achieving the Bronze Sports Award and work towards achieving the Silver Sports Award.</p> <p>To further improve the percentage of pupils meeting national curriculum requirements for swimming and water safety, in Summer Term, 2018 Year 6 pupils will be attending an intensive two week course for swimming to increase swimming skills and competency.</p>

Academic Year: 2017/18		Total fund allocated: £18, 000		Date Updated: proposed spending for the year	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:	Evidence and impact:
<p>Breakfast Club – increase physical activity opportunities.</p> <p>Increase opportunities for all children to take place in sustained regular physical activities.</p>		<p>Physical activity session (15 minutes per day) 8.15 -8.30. Breakfast club pupils from Rec – Year 4. (Sports Coach and Apprentice Sports Coach).</p> <p>Introduce Marathon Kids Scheme – Year 5 and Year 6 Breakfast Club 8.00 – 8.15 and EYFS – Year 6 at playtimes and lunchtimes. (Sports Coach and Apprentice Sports Coach).</p>		<p>Sports coach and Sports Coach apprentice - £18,000</p> <p>£200</p>	<p>Marathon Kids Data. Children able to complete more laps in allocated time over course of year. Individual Marathon targets achieved.</p> <p>Increase in pupil’s overall fitness and enthusiasm for P.E.</p>
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:	Evidence and impact:
<p>P.E Notice board in main corridor to raise the profile of PE and Sport.</p> <p>Termly assemblies. Celebrations in assembly of competition victories,</p>		<p>Continuous changing of information, presentation and ideas to capture pupils, visitors and parents interest throughout the year and celebrate successes.</p> <p>Achievements celebrated in assembly from all year groups.</p>			<p>Notice Board/Twitter account provides lots of information about matches/ clubs and photos from competitions. Pupils are keen to see themselves when they have taken part in a competition and eager to find out what other sports clubs are happening in the next half term. Marathon Kids achievements recognised and celebrated.</p>
Sustainability and suggested next steps:					
<p>Continue to look for opportunities to involve children in a range of physical activities throughout the course of the day.</p> <p>This will continue yearly as a way of communicating the school’s successes with the community, families and pupils.</p> <p>Increase the opportunities for children to take place in competitions both within and across schools.</p> <p>Review opportunities for developing sporting links with new sponsored school.</p>					

<p>fun at festivals with certificates for certain competitions being presented. Raise the profile of P.E and Sport as the pupils, visitors and parents will be more aware of the pupil's triumphs and successes.</p> <p>Updates, successes and photos put on to school's twitter feed on the website so all pupils, parents and visitors are informed about what is happening within school regarding P.E and Sport.</p> <p>Applying for the School Games Mark. This year we will be gathering evidence and putting things into place to apply for the bronze award in July. P.E Display, Assessment, Competition level 1 and 2.</p>	<p>Achievements celebrated at a broader community level to all family members.</p> <p>Clear focus on the school's achievements and any areas of development.</p> <p>School will have an award that shows our achievements in Physical education and health and well-being which will be publicised in a newsletter and on the school's website via the twitter account.</p>	<p>KESSP – for competitions.</p>	<p>Pupils are aware and value successes of their peers. More pupils are eager to become involved with after school clubs after hearing how well the teams are getting on. Sense of pride from the pupils for their year groups and school.</p> <p>Celebrations of successes by all pupils and parents.</p> <p>Wider Impact as a result of above</p> <ul style="list-style-type: none"> - Pupils have a sense of pride in their classmates and teams. - Increased self-esteem and confidence are having an impact across the curriculum. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to achieve good progress and achievement for all pupils the focus will continue to be on upskilling the staff.</p> <p>Staff have and will continue to undertake CPD sessions for various areas of the P.E curriculum.</p> <p>NQT programme to include opportunities for peer observations and access to appropriate courses.</p> <p>In School Sports Coach to support teachers within lessons.</p> <p>Sport Specific coaches to come in and support with the teaching and</p>	<p>Sharing of good practice:</p> <p>Several of our teachers have attended courses on safe practice in P.E, The Importance of P.E, Gymnastics, Inclusion within P.E, Tag Rugby, Netball, Early Years physical literacy. As a result of this training the skills of teaching PE have improved. We will continue to ensure that good practice learnt from this training is shared across year groups so that outcomes for children continue to improve.</p> <p>Our Sports leader has been supported by attendance at courses on the role of the PE Leader, afPE Safe Practice and Inclusion and through a continuing programme of monitoring advice and support will be given to staff on these areas.</p>	<p>Funded through KESSP membership. £3,500</p> <p>Funded through KESSP membership.</p>	<p>Better subject knowledge for teachers. Teachers are becoming more confident in teaching a range of sports across the curriculum.</p> <p>Increased confidence and better subject leadership skills. Subject leader more confident when undertaking observations, supporting with planning and delivering high quality P.E lessons which, through a programme of team teaching for identified staff and NQT's can support the development of teaching and learning in PE.</p> <p>Sports coach working alongside teachers to ensure key skills are being taught effectively for all areas of the curriculum.</p> <p>Immediate support and clarification within the lessons has led to more efficient and effective lessons being taught.</p> <p>More confident staff when they have worked with the coaches.</p> <p>This impacts positively on the pupils learning due to having a</p>	<p>Continued support for staff development in the next academic year looking at other areas of the curriculum based on monitoring and assessments.</p> <p>Staff will continue to work together and share good practice which will lead to more confident staff across the school.</p>

<p>learning in their particular sport.</p> <p>Dance coach brought in as assessment indicated this was a key area of inconsistency and anxiety for staff.</p> <p>Curriculum Monitoring the effectiveness and quality of P.E lessons across the school. Monitor the effectiveness and use of P.E Hub Planning. Done through discussions with teachers, staff and pupils. Observing lessons.</p> <p>Monitoring teachers' lesson plans include an inclusive approach for G&T children and SEND.</p>	<p>Handball coach, Tennis coach and Cricket coach.</p> <p>Dance coach works alongside the staff to increase their confidence.</p>	<p>£3,200.00</p> <p>P.E Hub planning</p>	<p>more confident and skilled teacher who knows how to differentiate accordingly within specific sports and how to excel the high achievers.</p> <p>Wider Impact as a result of above Skills, knowledge and understanding of pupils will increase.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and decrease inactivity in school time.</p> <p>Out of school activities for OAA. Additional P.E and sport resources purchased to cater for different sports that are not already available in school.</p> <p>Ensure a wide range of suitable</p>	<p>In school Sports Coach and Sports Coach Apprentice to continue to run after school clubs and dinnertime clubs for different year groups offering different sports throughout the academic year. Dinnertime dance club and change 4 life club for targeted children (including SEN and overweight/passive children).</p> <p>Pupil/Class questionnaire undertaken to assess and find out what the pupils would like from their extra-curricular sport time.</p> <p>External coaches who are working with staff to hold extra-curricular clubs in different sports.</p> <p>Lunchtime play leaders to supervise led activities at dinnertime. Pupils given the opportunity to access different sporting activities.</p> <p>Pupils to attend Hamstead Hall for activities such as rock climbing, archery and forest school. These are in addition to the OAA taught in school through the curriculum. Assessment and discussions with pupils indicate there are a few other sports they would like to access. To do this, the correct equipment will be purchased. E.g.</p>	<p>Partly funded through KESSP.</p> <p>Sports Coach and Sports Coach apprentice</p> <p>KESSP Funding</p> <p>£5000</p>	<p>Broader range of clubs which will continue in the next academic year. Cricket, Dance, Boccia, multi-skills, fencing.</p> <p>Wider Impact as a result of above</p> <ul style="list-style-type: none"> - Increased participation of pupils in extra-curricular sport. - At least 95% of pupils say they enjoy PE and Sport in school. 	<p>Next steps: Focus more specifically on those who do not already take up additional PE and Sport opportunities. Increase involvement for girl pupils in extracurricular activities.</p>
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Ensure a wide range of suitable

Created by:



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<p>equipment is available and accessible for all children and staff.</p>	<p>fencing, archery.</p> <p>P.E coordinator to ensure all equipment is available for each sport and the correct size for the children using it. Ensure differentiation in equipment is available for the children that need it. (Inspection of equipment, P.E Shed to be organised and labelled)</p> <p>Ensure equipment is inclusive for SEND and G &T.</p>	<p>£1000</p>	<p>Teachers and children will have the equipment they need readily available for their lessons.</p> <p>Equipment is easily accessible to teachers and easily found in the P.E Shed. (Due to organisation and clear labelling)</p>	
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Inter School Sports competitions within year groups/ classes.</p> <p>Outer school competitions competing with other schools as part of the King Edwards Sports Partnership.</p>	<p>Pupils to take part in half or termly competitions.</p> <p>Classes/ teams to attend and compete in a range of competitions for different sports.</p>	<p>Sports Coach and Sports Coach apprentice</p> <p>KESSP and Sports Coaches</p>	<p>Increase of pupils taking part in competitions.</p> <p>Increase in interest from pupils about upcoming competitions and getting involved. Increased understanding and involvement in playing competitive sport.</p> <p>A more positive feel about P.E and competitions from pupils.</p> <p>Wider Impact As a result of above - Children bringing skills from competitions into their weekly P.E lessons.</p>	<p>Competitions happening within school are sustainable through teachers administering and coaching matches/ games.</p> <p>This will be possible as a result of teachers continued CPD in various sports.</p>

Swimming and Water Safety

At the end of Key Stage 2 in 2017, 42% of pupils could swim competently, confidently and proficiently over a distance of at least 25 metres. The aim is to increase this 75% next year by Year 6 participating in a 2 week intensive swimming course during the Summer Term.