Sports Premium Spend

bentley new village school

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2018-2019

**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

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| **Academic Year:** 2018/19  **Funding: April 2018-**April 2019 | **Total fund allocated:** £18,120 | **Date Updated: 06.03.2019** | |  |
| **Key indicator 1:** The engagement of all 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 | | | | Percentage of total allocation: |
| £422  2% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Children to have the opportunity to take part in healthy activities during active lunchtimes: School to have x2 Play Leaders from Y5/6 each term to improve lunchtime physical activity opportunities. Children develop leadership life skills and assist with sporting competitions.  **Selected Y5/6 children will be trained in leadership skills to deliver lunchtime physical activity opportunities for other children. They will provide support and demonstrate positive sporting/social role-models for the school to encourage fitter, healthier, active children.** | * Liaise with PE coach * Cost and purchase equipment * ~~Register for playmakers award~~ * Pupils voice * Select children from y5/6 to become playmakers and train children * Monitor impact personally/through pupil voice/professional discussions with mid-day supervisors | £250  -~~registration~~  -equipment | * Pupil voice before playground leaders were established * Photographs of playground before and after * Children taught games and skills needed * Questionnaire of impact * Pupil voice after playground leaders have been established * Receipts for equipment totaling £422 | **Next steps…**  As pupil voice shows good impact we will continue to encourage playground leaders with new pupils each term; keep analysing impact; train children once every half term  **Sustainability…** good as school has trained own staff, new children each term keeps interest |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £593.36  3% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Quality teaching and assessment of PE: *Effective assessment tools and methods used to recognise progress and inform effective planning with challenging tasks based on pupil’s skills, knowledge and understanding.*  **Children will receive regular feedback regarding their performance in PE in order to support children in progressing further and providing challenge. Through exciting, stimulating and thought-provoking lessons, our curriculum will provide children with the essential knowledge, understanding and experiences needed to be educated, healthy & active citizens. It will help them engender an appreciation of creativity, determination and collaboration** | * Create an assessment grid for all Key Stages * Liaise with sports coaches to analyse assessment data * Work with sports coaches to input data onto tracker * ~~Continue to use continuous development software to monitor impact of teaching and assessment~~ | £0  Teaching resources- £1,000 | * Receipts for resources totally £593.36 * Long-term and medium term plans developed with support of sports coaches to ensure coverage. Each unit linking with PSHE, Healthy living, science, oracy, physical/mental health and health and safety, in order to be healthy and active citizens. * Each year group working on the same sport, clear differentiation of skills to show and evidence progress and differentiation throughout. * Practical based activities and theory based activities to ensure children gain essential knowledge and understanding of skills and sports. * Children have better understanding of sport and theory * Sports workbooks/ sports staff questionnaire/pupil voice | Embed, use, analyse, use information |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Upskilling staff *:*  *Staff to develop a new set of skills so that they are more confident in developing opportunities for children to be active and take part in different activities, focusing on one area of the PE curriculum.*  **Children will be taught different skills by different staff members to develop and broaden their skills. All children will have the opportunity to become more active out of their planned PE timetable.** | * Staff questionnaire/skills audit before and after any CPD * Pupil voice * Recruit support * Monitoring that staff are teaching good or better PE * Analysing PE assessment for focus area | ~~Dance workshops for EYFS~~  ~~£150~~ | No impact as CPD did not take place, inconsistent staffing. | Next steps  As KS1 staff was not consistent this will be next step to upskill permanent members of staff |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 61% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Motor Development:  *School to provide gross and fine motor intervention for children identified to have additional physical development needs.*  **Identified target children will take part in daily motor intervention activities, taught by trained coach, in order to improve their physical development.** | * Identify children with additional need for physical intervention * Baseline assessment to gather physical development data * Liaise with coach to monitor impact of motor activities on progress of physical development and children’s physical confidence | £11,000- Motor Development external provider | * Invoices rec’d and paid for 2017-18 totaling £11,000 * An accurate baseline assessment identified children requiring motor development support. Targeted pupils took part in daily 30 min sessions across the majority of the school year. * 27 children took part from KS1 and EYFS. * 15 F2 chn, 12 KS1 chn. * 6/15 achieved 2 in PD, * 3/15 achieved GLD   100% made progress   * 3/15 referred to OT * 12 chn KS1   How many KS1 had improved handwriting?  How many got ARE in writing?   * ALL chn made desired progress, 67% made above expected progress * 4/12 referred to OT * Motor Development data and related analysis * SENCo and AP meeting minutes * PE coordinator and AP meeting minutes * Pupil voice | **Next steps…**  As data shows good impact we will continue delivering programme with new pupils from F2; keep analyzing data; chn moving to KS1 to continue to phases 4 & 5; share with governors to secure approval for funding; share data with SENCo for analysis  **Sustainability…** good as funding available. Option for school to train own staff to deliver programme should funding cease. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| £ 5,625  31% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Competition participation: *Increase opportunities for children to participate in competitive sport through inter-school competitions*. *Children gain life skills and sporting skills from participating in a competitive environment. Children gain personal satisfaction and enjoyment from competing against others and representing their school. Opportunity for G&T children to excel within their chosen sports.*  **Children to have the opportunity to take part in a wider variety of events. More children to be given the opportunity to represent their school.** | * Set up after-school clubs * Manage afterschool clubs so that all children have the opportunity to participate * Pupil voice * Arrange an exciting and engaging sports week for all children to participate and experience competition | £600 –Gymnastics  £1,600- Multiskills afterschool club  £2,000- Sports week  £1,500-football sports club | Receipt for Gym club totaling £600  Receipt for Multi-skills afterschool club totaling £1600  Receipt for sports week £1,975  Receipts for Football club totaling £1,200  Receipts for Coach travel totaling £250  Registers showing high percentage of boys and PP children accessing afterschool clubs in KS1 & 2  Pupil voice  Register of competitions entered  Case study of KS2 chn football opportunity. | Sustainability good- evidence of children’s health and wellbeing being met by access to physical activities and team games.  Next steps- Targeted afterschool clubs/competitions for SEN children in KS2, these children do not seem to be accessing sports as much as other groups. |