



Primary School Sport Funding Key Stage 1 & 2 – Development / Action Plan 2017 - 2018

School: HEMSWORTH ARTS & COMMUNITY ACADEMY PYRAMID

Subject: PHYSICAL EDUCATION & SPORT

Schools involved: Bell Lane, Fitzwilliam, Grove Lea, Havercroft, Ryhill, St Helens, South Hiendley,

Funding Breakdown	<p>Schools with 16 or less eligible children will receive £1,000 per eligible child split into 2 - DFE Government funding for Primary School PE development.</p> <p>Schools with 17 or more eligible children will receive £16,000 plus £10 per child - DFE Government funding for Primary School PE development.</p> <p>This is broken down into two main parts:</p> <ol style="list-style-type: none"> 1. £7000 to Hemsworth Academy. This £7000 is split into 2 parts: <ol style="list-style-type: none"> a. £5,500 approx. = Salary for PE Specialist to help improve quality & provision of PE b. £1,500 = Central pot of funding given to Hemsworth from the 8 cluster schools for transport, facilities, resources, equipment, medals, trophies, certificates, printing & photocopying etc. 2. The rest of the money is to be utilised by the primary schools in a way that is sustainable and focuses on high quality PE, reducing obesity, increasing physical activity, developing healthy, active lifestyles & active competition.
LONG TERM TARGET 2013 - 2020	
Improving the provision of High Quality PE & Sport and making it sustainable	
SUCCESS CRITERIA 2013 - 2020	
Progress of children when Teaching & Learning / Increased Participation in Physical Activity, PE & Sport / High Quality PE & Sport and Improved staff confidence	

SHORT TERM TARGETS 2017/18

	School Focus	Strategy	Outcomes/Impact	Action to be Taken
<p><u>Year 17/18</u> Focus 1</p>	<p align="center"><u>Progress of the Children when Teaching & Learning</u></p>	<p>An Assessment Policy to be written and in place within school and accessible to all staff / Parents / Governors / Children</p> <p>Assessment Documents / Record Sheets to be established</p> <p>Assessment Document & Policy to be introduced to staff and implemented within school</p>	<p>Staff / Parents / Governors and Children will know how we intend to assess in PE, what it means and when it will occur</p> <p>Children / Staff / Parents and Governors will be able to see what areas of PE are being assessed</p> <p>Staff understand what to assess giving them a more consistent approach and this will filter through all years up to transition at secondary</p> <p>Staff understand how to assess and ensure the majority of children are making good or better progress</p>	<p>Assessment policy to be completed and put on staff shared</p> <p>A simplified Assessment Document linking to the Secondary Schools' Assessment Policy to be established</p> <p>Recording children's progress on assessment document with staff in lessons</p> <p>CPD offered in Staff Meetings on what to do and Claire Reed to help implement it in lessons with staff.</p>

<p>Focus 2</p>	<p><u>Increased Participation in Physical Activity, PE & Sport</u></p>	<p>Children to be involved in the assessment process</p> <p>Communicating / Reporting the Assessment to Parents</p> <p>Physical Activity / PE Policy to be established for all school to include least active, talented and inclusive</p> <p>Identify a list of Least Active / Talented / Inclusive Children</p>	<p>Children can identify what progress they are making and what they need to do to continue making progress</p> <p>Parents can see what progress their child is making and support them with improving further</p> <p>There is a clear vision within the whole school for all teachers to adhere to which ensures they are consistent in their understanding and practise of delivering physical activity, PE & Sport to every child and to ensure that physical activity is embedded into the whole school day</p> <p>Staff are able to target and plan for all children taking part in Physical Activity, PE & Sport</p>	<p>Staff to work with children in lessons and explain what the assessment means and Mrs Reed and the staff to explain it in the lessons throughout.</p> <p>Assessment to go out to parents in line with the whole school system once in place</p> <p>A written policy which includes information on the least active, most talented and inclusive / disabled children. It also identifies information in relation to lunchtimes, break times, active travel and supervised play.</p> <p>Establish a record book for identifying non-doers. Complete the Inclusive Health Check on School Games Website. Children to complete participation questionnaire.</p>
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		<p>Whole School Involvement in Increasing Physical Activity</p>	<p>Physical Activity, PE & Sport becomes a central part of the school development plan. The context of this is used across the curriculum and skills and positive values of sport are integrated into the school ethos.</p> <p>Increased Physical Activity improves, physical, emotional, social and mental health, which in turn can improve grades, concentration and reduce childhood obesity and the long term effects of inactivity.</p> <p>Children will be more physically active in otherwise more sedentary lessons and children can learn to understand that PE can be linked across the whole school and about how it can impact on their long term health.</p>	<p>CPD on Active Lessons (MOTD). Recorded by Claire Reed.</p> <p>All staff to plan and deliver 1 Active Lesson (not PE) per half term. Recorded by the Sports Co-ordinator.</p> <p>Sports Co-ordinators & Claire Reed to deliver Active Maths CPD to their school</p> <p>CPD Staff meeting on running INTRA Events, recorded by Claire Reed.</p> <p>All staff to run at least 1 INTRA Event per term. Recorded by PE Co-ordinator.</p> <p>Schools take part in at least 2 extra events such as National Fitness Day, Xcite Fittest Schools, Skip School, I K a Day or Daily Mile, Change For Life Activities, TagTiv8, take part in a small scale research project set up by Claire Reed</p>
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		<p>Engaging the Wider Community</p>	<p>Engaging the wider community can develop positive relationships with parents, it can increase the access to clubs outside of school so that children can continue their Physical Activity outside of school and it increases the likelihood of them continuing Physical Activity</p>	<p>Sports Co-ordinators to record extra-curricular numbers and activities over the year and review Sports Mark to try and include more activities this year.</p> <p>Provide alternative roles for those not physically active in lessons.</p> <p>Come & Try & Just For Fun Events set up by Claire Reed and 5 Towns. Calendar of events given to PE Co-ordinators.</p> <p>Inclusive events set up by Claire Reed & 5 Towns. Calendar of events given to PE Co-ordinators.</p> <p>Rewards Ceremony to be run</p> <p>Active Club Links developed</p> <p>Parent Blogs</p> <p>Increased use of School Games and School website updates / reports and blogs</p> <p>Parent questionnaire to be</p>
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<p>Focus 3</p>	<p><u>Maintaining & Developing High Quality PE & Sport and Improved Staff Confidence</u></p>	<p>Improve / Maintain Sports Mark Award from previous year</p> <p>Developing the role of Sports Co-ordinators to become more independent</p>	<p>when they are not at school.</p> <p>This rewards the school for their contributions to Physical Activity & Sport and gives the children a sense of pride, togetherness and increases their level of Physical Activity and engagement in a sporting context.</p> <p>Sports Co-ordinators are independently able to develop and monitor the provision of High Quality PE & Sport within their school. They can identify areas for improvement and look at how to move their school forward towards ‘Outstanding’.</p>	<p>organised by Sports Co-ordinator</p> <p>Gold Sports Mark Award again for those schools who already have them (possibly applying for the AfPE Quality Mark)</p> <p>Silver or Gold for the schools who were awarded Bronze last year.</p> <p>Sports Co-ordinators to apply for L5 or L6 Primary PE Specialist Training</p> <p>To complete Sports Mark Awarded with little or no guidance from Claire Reed unless new to the Award.</p> <p>Sports Co-ordinators to train the Sports Councillors using the School Games website.</p> <p>Sports Co-ordinators to keep themselves up to date with new developments, outside CPD and contacts. Claire Reed to give</p>
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		<p>Continue with staff CPD from previous years</p> <p>Feedback from children of their views on their teachers teaching PE</p>	<p>Monitoring the quality of PE being taught can help to identify areas of development which means that children are learning and making increased progress in their PE lessons. Increasing staff confidence impacts positively on the childrens' progress.</p> <p>Children identify where development can be made which can improve the quality of PE with in school.</p>	<p>guidance on where to find this information in pyramid meeting.</p> <p>CPD Staff training session on how to run a Play Makers Award and apply to be a centre.</p> <p>Claire Reed & Staff to Team teach, continue with Learning Walks, self-reviews, feedback sheets and staff meetings. Records of all these will be kept as paper evidence.</p> <p>Questionnaire given to children by Claire Reed.</p>
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<p>Evaluation</p> <p>An impact statement will be produced and added to each school's website at the end of each year and new targets set for the next Development/Action Plan.</p>	<p>Review</p> <p>C.Reed will have an Appraisal in the Autumn Term, a Mid-Year Review in the Spring Term and a final Appraisal in the Summer Term, to ensure targets are being met.</p>
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