



## Primary School Sport Funding Key Stage 1 & 2 – Development / Action Plan 2016 - 2017

**School:** HEMSWORTH ARTS & COMMUNITY ACADEMY PYRAMID

**Subject:** PHYSICAL EDUCATION & SPORT

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

<b>Funding</b>	<p><b>£8000 +£5 per child</b> DFE Government funding for Primary School PE development. This is broken down into two main parts:</p> <p>A. <b>£1,250approx.</b> (£1000 + £5 per child) to each school to spend on CPD, specialist equipment etc.</p> <p>B. <b>£7000</b> to Hemsworth Academy. This £7000 is split into 2 parts:</p> <ol style="list-style-type: none"> <li>1. £5,500 approx. = Salary for PE Specialist to help improve quality &amp; provision of PE</li> <li>2. £1,500 = Central pot of funding given to Hemsworth from the 8 cluster schools for transport, facilities, resources, equipment, medals, trophies, certificates, printing &amp; photocopying etc.</li> </ol>			
<b>LONG TERM TARGET 2013 - 2020</b>				
<b>Improving the provision of High Quality PE &amp; Sport and making it sustainable</b>				
<b>SUCCESS CRITERIA 2013 - 2020</b>				
<b>Improved Staff confidence / Progress of children when teaching / taking part in PE &amp; Sport and Increased participation in PE &amp; Sport</b>				
<b>SHORT TERM TARGETS 2016/17</b>				
	<b>School Focus</b>	<b>Strategy</b>	<b>Outcomes/Impact</b>	<b>Action to be Taken</b>
<b><u>Year 16/17</u></b>				
<b>Focus 1</b>	<b><u>IMPROVING TEACHING &amp; LEARNING</u></b>	<b>Informal / Formal observations of PE teaching</b>	To compile a picture of competency across school	Learning walks & formal & informal lesson observations of at least 1 lesson per member of staff worked with.

<p><b>Focus 2</b></p>	<p><b><u>CURRICULUM DEVELOPMENT</u></b></p>	<p><b>Assessment policy &amp; procedures introduced and implemented with staff and children involved in the assessment process and parents made aware</b></p> <p><b>Staff to take responsibility for their own development using the Self-Review and completing feedback regarding CPD training and getting involved in CPD</b></p> <p><b>PE lesson plans in place for UFS / Reception Classes</b></p>	<p>For most PE lessons taught to be Good or Outstanding which will impact on pupils progress</p> <p>Staff understand how to assess and ensure the majority of children making good or better progress and parents being better informed</p> <p>Better understanding of the different aspects of the PE curriculum and improved confidence in delivering high quality PE</p> <p>Teachers have more structured lessons and children have high quality PE resulting in more healthy active lifestyles</p>	<p>Team Teaching with new members of staff</p> <p>Assessment policy to be completed and put on staff shared</p> <p>Recording children's progress on assessment document</p> <p>Staff training in lessons or staff meetings on how to use the document</p> <p>Staff to complete self-review document 2<sup>nd</sup> and last week of each block of work</p> <p>More internal / external CPD offered and taken up by schools not doing so</p> <p>Lesson plans written and put onto staff shared for all staff to access</p>
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<p><b>Focus 3</b></p>	<p><b><u>MOVING PE &amp; SPORT TOWARDS “OUTSTANDING”</u></b></p>	<p><b>Increase the amount of children leading, managing &amp; officiating in school games activities and in school PE &amp; Sport</b></p> <p><b>Use the PE &amp; Sport context in other lessons in school to increase physical activity in other lessons</b></p> <p><b>Increase the sharing of information of PE &amp; Sport including Assessment with Staff, Parents, Children &amp; Governors</b></p>	<p>Enhances their development &amp; understanding of participation in Sport &amp; PE and increases the likelihood that they will continue to take part</p> <p>Children to be more physically active in otherwise sedentary lessons and understand how PE can be linked to other subjects to enable them to lead more healthy, active lifestyles whilst learning</p> <p>Information is readily available which helps foster positive relationships both in and out of school and parents etc. feel they have an input into what is going on</p> <p>Information about assessments, progress and achievements enable children to feel more confident in progressing their own learning and for</p>	<p>Year 5 Children to complete the “Play Makers” Leaders Award</p> <p>All staff to plan 1 lesson or more in the year (not PE) where a normally sedentary based classroom lesson could be more physically active</p> <p>Feedback / reporting available to staff, parents, children and governors on a half termly basis via the school website and through either agreed school media or the Sainsbury’s School Games website</p> <p>Children to write a blog at least once every half term on what is happening with PE &amp; Sport at school and for this to be on the school website and the Sainsbury’s School Games web</p>
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		<p>Establish a School Sports Council</p>	<p>Children develop more positive attitudes towards sport &amp; PE by feeling more included in what is happening in school</p> <p>Children feel a sense of belonging which increases their confidence</p>	<p>events and if going for gold at least 1 “C” team.</p> <p>Children meet minimum once a term to have an input in School Sport &amp; PE</p> <p>Children write PE reports, match reports and / or competition reports at least once every half term to go on the school website and the Sainsbury’s School Games website</p> <p>Children help out at Sports Day with officiating, managing and leading</p> <p>Children give out and collect in the sports participation questionnaire in the first term</p>
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**Evaluation**

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.

**Review**

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.