

GROVE ACADEMY: SPORT PREMIUM IMPROVEMENT PLAN 2017-2018

Plan Lead: Mrs J Blackhurst

Plan BUDGET £20,000.00				
Contribution to sports specialist teacher salary £3,000.00 (coaching and development)				
Academic Year 2017-2018				
	ACTIONS	STAFF LEAD & ESTIMATED COST	SUCCESS CRITERIA	EVIDENCE/ IMPACT
<p>PRIORITY 1 - Outcomes 1.100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national</p> <p>PRIORITY 1 - Outcomes 2.ENSURE consistent systems across all schools to show that progress of all vulnerable groups currently on roll matches or is improving towards that of other pupils with the same starting points. (DATA, MOBILITY)</p> <p>MAT LEAD - DW</p>	1. Collaborate to create a MAT baseline assessment tool/strategy to test pupil's fitness to support planning for progression from each child's individual starting point (AFL) MAT LEAD	MAT LEAD PDBW LEAD Sports leads Salary costs as above	<p>100% of pupils make at least strong progress in PE</p> <p>The vast majority of target children make substantial progress in all year groups</p> <p>Also cross reference to TLA Priority 2 Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups</p>	<p>Data analysis</p> <p>Pupil Progress meetings</p> <p>Appraisal docs</p> <p>'Work' scrutinies</p>
	2. Collaborate to create a MAT baseline assessment tool/strategy to test pupil's skills/ability to support planning for progression from each individual child's starting points (AFL) MAT LEAD			
	3. Baseline assessment (fitness test) to be used to establish pupils' starting points in fitness.(AFL)	DW/PE LEAD		
	4. Baseline assessment (skills test) to be used to establish pupil's starting points in skills and ability(AFL)	DW/PE LEAD		
	5. Videos to be produced to show baseline fitness / progression of skills	DW/PE LEAD		
	6. Develop an assessment system with DC Pro for the MAT so that vulnerable groups can be easily tracked	PDBW LEAD DW/PE LEAD		
	7. All school use the same agreed assessments tools	£1,000.00		
	8. Develop MAT Assessment Toolkit to include all PE assessment documentation MAT LEAD	PDBW LEAD MAT LEAD		
	9. PE data to be analysed/progress measured (at least start and end of year)	PDBW LEAD DW/PE LEAD		
	10. Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sport and cooking) <i>Funded places as reward ref plan/attendance/achievement engagement</i>	DW/PE LEAD HSLW Teachers JWo		

		£1,000.00		
PRIORITY 1 - Outcomes 3. communication	<i>Cross ref to TLA below</i>			
PRIORITY 1 - Outcomes 4. Marking/feedback	<i>Cross ref to TLA below</i>			
PRIORITY 1 - Outcomes 5. planning/assessment	<i>Cross ref to TLA below</i>			
PRIORITY 2 - TLA To ensure that all teaching, learning and assessment in our school is consistently good	1. PE drop in observations to be established as routine – including deployment of TSAs (each class/teacher at least termly) <i>Cross ref to priority 3.5 below (CPD)</i>	PDBW LEAD DW/PE LEAD	All MP3+ teachers triangulate as good in PD (increases school profile from 41% TO 78%) There is a consistent, primary approach to the teaching of PE	Drop Ins 'Work' scrutinies Planning scrutinies Data – tracking docs and analysis
PRIORITY 2 - TLA Links to: PRIORITY 1 - Outcomes 3. ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION)	1. Opportunities for children to talk about the effect of exercise on their bodies to be included/evident on MT and weekly planning	DW/PE LEAD JWo Teachers		Drop in sheets (pupil voice)
	2. Opportunities for children to talk about and debate healthy life - to be included/evident on MT and weekly planning	DW/PE LEAD JWo Teachers		Videos
	3. Update PE teacher/lead drop in sheet and appraisal docs – subject specific	PDBW LEAD		Planning scrutinies
	4. Monitor planning and drop in observations	PDBW LEAD DW/PE LEAD TLA lead		'Work' scrutinies
	5. Implement the use of ICT in the majority of PE lessons/sports clubs to celebrate and share children's comments/discussions	DW/PE LEAD £2,000.00 Teachers		
PRIORITY 2 – TLA Links to: PRIORITY 1 - Outcomes 4. Ensure that pupils 'performance 'reflects good or better	1. Bronze, Silver, Gold (dot, line, cross) to be developed to evidence progress and attainment over time (all ability groups) 2. Children's self-evaluations and peer evaluations to be captured	MAT LEAD Teachers	Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children (and impact positively on outcomes (as appropriate)	

<p>outcomes as seen in the school data <i>Also cross ref to PDBW 4.2 & 4.5</i></p> <p>MAT LEAD - JW</p>	<p>3. PE T,L,A to be captured/celebrated in children’s learning journeys termly</p> <p>MAT LEAD</p>		<p>Children’s ‘work’ evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)</p> <p>Children’s peer and self-evaluation is understood and mostly accurate</p>	
<p>PRIORITY 2- TLA Links to: PRIORITY 1 - OUTCOMES 5.REVIEW assessment AND PLANNING systems to ensure consistency (FIX IT)</p> <p>MAT LEAD - DW</p>	<p>1. Develop MAT Planning and Curriculum Toolkits to include all PE documentation that shows clear progression of skills from EYFS through to KS2</p> <p>MAT LEAD</p>	<p>PDBW LEAD,TLA Lead MAT LEAD DW/PE LEAD £1,000.00</p>	<p>There is a consistent approach to long, medium and short term planning that is understood and implemented by teachers</p>	<p>Planning scrutinies</p> <p>Toolkits</p>
	<p>2. PE MTP and weekly to be monitored in line with other curriculum areas</p>	<p>PDBW/TLA LEADS</p>	<p>Grove KS2 Curriculum Toolkit is implemented and incorporates the academy curriculum (including pupil voice/interests)</p>	<p>‘Work’ scrutinies</p> <p>Drop ins</p>
<p>PRIORITY 2 - TLA 8.Ensure that the KS2 National Curriculum requirements are met and that the academy curriculum enhances a broad and balanced curriculum. <i>Also cross ref to TLA above</i></p>	<p>1. Audit and purchase of resources to ensure that all appropriate resources enable the teaching of PE and sport to be taught effectively</p> <p>Also cross ref to other TLA priorities</p>	<p>PDBW LEAD DW/PE LEAD £5,000.00</p>		<p>Evidence file</p>
	<p>Competitive Sport</p> <p>1. Arrange and lead ‘uplevelled’ sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2016 (cross ref to L&M 3.2)</p> <p>2. Participation in cross primary competition to be increased</p> <p>3. Sporting calendar for 2016-2017 and 2017-2018 to be in place evidencing increasing participation</p> <p>4. Silver Sports Mark Award actions to be planned into plan timeline</p> <p>5. Sports Awards assemblies to be integrated as routine</p>	<p>PDBW LEAD DW/PE LEAD £1,000.00</p>		<p>RAGged sports day plans</p> <p>Stakeholder feedback analysis</p> <p>Competition calendar</p> <p>Assembly file</p>
<p>PRIORITY 3 – L & M 2.Evidence how the views of pupils and</p>	<p>1. Questionnaires to be sent to parents to gauge views about the importance of PE and sport and healthy lifestyles (autumn term)</p>	<p>PDBW LEAD DW/PE LEAD</p>	<p>Pupils and parents work with the school to strategically develop PE,</p>	<p>Meeting minutes</p>

parents are listened to and directly used to impact on our school's effectiveness.	2. Questionnaires to be completed with pupils to gauge views in terms of scale 1-10 - PE, healthy lifestyle choices and choice of clubs if (autumn term) – School Council to lead consultation, analysis and presentation of findings	PDBW LEAD School Council JWo	Sport in school and improved, healthy lifestyles	Questionnaire analysis Impact statements Evidence files
	3. Collate evidence/feedback from questionnaires and analyse to find areas of need (autumn term)	PDBW LEAD DW/PE LEAD School Council JWo		
	4. Lead sport clubs, healthy lifestyles clubs (change4life, active families) to accommodate needs/interests of parents and pupils where possible (spring and summer)	DW/PE LEAD Change4life Active families High School Staff JWo £3,000.00		
PRIORITY 3 – L & M 3. EMBED, skilled, permanent and sustainable leadership and management structures.	1. Monthly school specific coaching and supervision between PDBW lead and PE/Sports lead (focus on plan progression/improving towards plan success criteria) and bi-monthly for MAT PDBW leads and PE/Sport leads	PDBW/ LEAD DW/PE LEAD	All leaders achieve the success criteria set out in their plans The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes (All plans)	Appraisal docs Summative impact statements RAGged plan reviews
	2. PE lead judgments to be quality assured internally and with other primary link schools/sport specialists	PDBW LEAD Partner specialists		
PRIORITY 3 – L & M 4. ENSURE Safeguarding is a priority and continues to be highly effective with a culture of vigilance where pupils' welfare is actively	1. All staff working with children, including club leads, must have level 1 safeguarding, DBS and all safeguarding 'working with children' checks prior to working in schools (as safeguarding audit)	OM DW/PE LEAD	Practices show that all staff follow effective procedures An effective Business Continuity Plan is in place, displayed clearly for visitors and staff and understood fully by all staff	E.g. risk assessments Evolve evaluations
	2. Standardised Risk assessments to be agreed as a model across the MAT for Sports Clubs, PE lessons, Swimming MAT LEAD <i>Cross ref to PDBW plan</i>	PDBW LEAD MAT LEAD		

<p>promoted are listened to and feel safe.</p> <p>MAT LEAD JBP</p>	<p>3. School specific sports/environment risk assessments to be developed in line with health and safety requirements/compliance lessons to be adequately risk assessed.</p>	<p>COMPLIANCE OFFICER</p> <p>SITE MANAGER</p>		
	<p>4. Equipment to be risk assessed in line with health and safety compliance and faulty equipment identified removed (immediately) or repaired promptly</p>	<p>PDBW LEAD</p>		
	<p>5. Club registers to be developed to include medical needs, vulnerabilities, dismissal and pupil alerts (registers to remain in school)</p>	<p>DW/PE LEAD</p>		
<p>PRIORITY 3 – L & M</p> <p>5. Ensure staff have access to CPD that impacts on academy priorities, raising standards and improving provision</p> <p>MAT LEAD - JW</p>	<p>1. CPD audit/grid to be designed and completed identifying CPD needs of staff</p>	<p>DW/PE LEAD</p> <p>Senior LTS/LTSs</p> <p>TSA Play leaders</p>	<p>All teaching and learning staff have accessed CPD and value for money impact is evident in outcomes (priority 1)</p> <p>All MP3+ teachers triangulate as good in PD (increases school profile from 41% to 78%)</p> <p>There is a consistent, primary approach to the teaching of PE</p>	<p>CPD logs</p> <p>Talent map analysis</p> <p>Appraisal reviews</p> <p>Data tracking docs</p> <p>Supervision minutes</p> <p>Coaching/good practice records</p>
	<p>2. Create a talent grid from across the MAT</p>	<p>MAT LEAD</p> <p>PE LEADS</p>		
	<p>3. Establish effective links with high school sport specialists to enhance coaching/CPD capacity (lesson coaching, good practice visits)</p>	<p>DW/PE LEAD</p>		
	<p>4. Plan and deliver effective CPD/coaching for all staff in the teaching of PE/sport/improving health</p>	<p>PDBW LEAD/TLA</p> <p>DW/PE LEAD</p> <p>External providers</p>		
<p>PRIORITY 3 – L & M</p> <p>6. Ensure that there is a robust academy evidence base to justify leadership judgments</p> <p><i>Also cross ref to L&M 3.3 above</i></p>	<p>1. Grove specific SLT to dedicate ½ day weekly to setting up and gathering evidence for school evidence files (as allocated responsibilities in files). All evidence stored to be fully understood and quality assured (seek coaching as appropriate)</p>	<p>GROVE SLT</p>	<p>All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams</p> <p>Governance is judged as at least good and effective</p> <p>All leaders achieve the success criteria set out in their plans</p>	<p>Evidence files</p> <p>RAGged plans</p> <p>Data tracker docs</p> <p>Analysis of intervention impact</p> <p>Impact statements</p>

			Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)	
			Grove Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors	
PRIORITY 4 - PDBW 1. Safeguarding	<i>Cross reference to L & M 3.4 above and PDBW plan</i>			
PRIORITY 4 – PDBW 2. Debate, respect and views	<i>Cross ref to outcomes 1.4, TLA & PDBW 4.5</i>			
PRIORITY 4 – PDBW 5. Pupils can explain accurately and articulate confidently an age-appropriate understanding of healthy relationships and lifestyles <i>Also cross ref with PDBW & TLA plan</i>	1. Review PSHE scheme of work and develop/purchase effective scheme to include healthy lifestyles coverage (cross ref with PSHE/PDBW plan)	PDBW LEAD PSHE LEAD JWo	There is a shared culture of high expectations and care for well-being of all children, staff and parents. Obstacles to the school vision are removed Parents and children know how to keep themselves safe and improve/maximise their health outcomes (cross ref to PDBW) Pupils and parents work with the school to define, measure and address improved healthy lifestyles Pupils have weekly opportunities to discuss, debate and articulate how exercise and fitness are important for a healthy life	Drop in sheets (pupil voice)
	2. Children to be given opportunities to discuss and debate what it means to lead a healthy lifestyle	PDBW LEAD Subject leads DW/PE LEAD JWo		Planning scrutinies
	3. Planning scrutinies to include monitoring opportunities for discussion and debate in PSHE/PE/Health	PDBW/TLA LEADS		Questionnaire analysis
	4. Pupil conversations also used as a measure/impact of teaching and learning (add to drop in sheets)	PDBW LEAD TLA		PDBW plan analysis
	5. Interactive half termly assembly linked to healthy lifestyle choices	PDBW LEAD Subject leader JWo		Assembly evidence file
	<i>Improving Lunchtimes/Playtimes (healthy choices/lifestyles)</i> 1. School Council and Parent Forum to review policy, consult - processes for healthy lunchboxes and tuck. Propose changes to SLT to improve health and well-being (cross ref with PDBW plan and L & M 3.2) 2. Discussion around healthy lifestyles choices to be included as routine during lunchtimes and playtimes (including consequences of unhealthy)	PDBW LEAD JWo Senior LTS/LTSs		PF & SC minutes Supervision minutes

PRIORITY 4 - PDBW 6. The school environment celebrates how special and unique our children are <i>Also cross ref with PDBW plan</i>	1. School displays to be developed: 1. Healthy eating/choices 2. Fitness – healthy lifestyles 3. PE (hall, gym and outdoors) 4. Competition participation and achievement board/cabinet to be developed (photos, certificates, awards)	PDBW LEAD Senior LTS/LTSs DW/PE LEAD DW/PE LEAD JWo Site Manager £3,000.00	The child is celebrated within classroom and school environment The environment supports quality learning and celebrates current children	Displays Evidence files
	1. PE and club session lesson evaluations to include ‘talent spotting’ 2. Talented register to be collated identifying sport of strength 3. Talented children to be signposted to in school clubs (nurture/grow talent) 4. Parents to be notified of talent and sent links/information to sporting partners/facilities	PDBW LEAD DW/PE LEAD Club leads		Lesson Evaluations Club evaluations Talented register
	2. TV from the gym to be moved and mounted on the wall in the dining room to promote healthy lifestyles (and all elements of safeguarding in PDBW plan)	SITE		
PRIORITY 4 – PDBW 9. Ensure that there is a consistent approach to behaviour management in all classes and throughout all parts of the day (playtime, dinner time, assemblies, moving around school)	1. Reflection zones to be set up and monitored as effective in all areas for PE, lunchtimes and breaks	CT, Lunchtime supervisor, LTAS, PE staff	Behaviour monitoring evidences fair and consistent identification and appropriate movement throughout stages evidencing impact of intervention at each stage	Analysis/impact of behaviour monitoring Drop in monitoring sheets MYOL/Hard to reach analysis
	2. Duplicate behaviour book in place and completed by all staff (PE, lunchtimes and breaks)	PDBW LEAD AP/SENIOR LTS DW/PE LEAD Teachers		
	3. Attitudes to learning and behaviour in PE to be included on subject specific drop in sheet and monitored (including pace/changing/kit/water/movement)	PDBW LEAD		
	4. Play leaders to be coached/support implementation of the behaviour policy	PDBW LEAD DW/PE LEAD AP/Senior LTS		
	5. Ensure all pupils have correct kit for PE sessions (uniform sales etc) through register checks and providing opportunities for vulnerable families to purchase kits for a small donation	DW/PE LEAD HSLW Teachers Inclusion		