

GROVE ACADEMY: SPORT PREMIUM IMPROVEMENT PLAN 2018-2019

Plan Lead: Justin Woods

Review coding: Green (Achieved); Yellow (Partly achieved); Red (Not achieved)

1. Summary information					
Academic Year	2018-2019	Total PLAN budget	£20,000	Date of Plan review	Summer term 2019
Total number of pupils	450	Number of pupils eligible if appropriate	PP - 118	Date for next internal review of this plan	Spring term 2019

Plan BUDGET £20,000.00

Academic Year 2018 - 2019

OBJECTIVES (LINKED TO SCHOOL IMPROVEMENT PLAN PRIORITIES)	ACTIONS	STAFF LEAD & ESTIMATED COST (contribution to PDBW and TLA leads to coach new PE lead = £5000)	SUCCESS CRITERIA	EVIDENCE/ IMPACT
1. Quality First Teaching secures success in outcomes (see also objective 2 and 3 below)	A. 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> B. Purchase PE scheme of work C. Audit and purchase of resources to ensure that all appropriate resources enable the teaching of PE and sport to be taught effectively D. Train staff to use scheme of work E. Source additional CPD in aspects of effective PE teaching	PE lead / PDBW lead PE Scheme of Work £200 PE lead time 1 day per half term = £3600 Resources estimate £5000 Teacher CPD = £2000	<ul style="list-style-type: none"> Active Families clubs in place (may not be targeted families initially) The vast majority (80%) of pupils secure the PE skills identified for their yeargroup Teaching of PE is at least good There is a consistent, primary approach to the teaching of PE. 	Lesson observations Planning scrutiny Pupil feedback Active Family questionnaires

	<p>F. Pupils to be trained in self and peer evaluation of performance.</p> <p>G. Develop MAT Planning and Curriculum Toolkits to include all PE documentation that shows clear progression of skills from EYFS through to KS2</p> <p>H. PE MTP and weekly to be monitored in line with other curriculum areas</p>			
<p>2. 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><u>Competitive sport:</u></p> <p>A. Arrange and lead ‘uplevelled’ sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2018 - especially 1 sports day for each phase to enable enhanced pupil participation and better provision for spectators.</p> <p>B. Participation in cross primary competition to be increased</p> <p>C. Sporting calendar for 2018 -2019 to be in place evidencing increasing participation</p> <p>D. Sports Awards assemblies to be integrated as routine</p> <p><u>Swimming</u></p> <p>E. Increase number of Y6 pupils who can swim 25 meters.</p> <p>F. Review swimming to enable best use of pool-time to achieve above improvement.</p> <p><u>Improving Lunchtimes/Playtimes (healthy choices/lifestyles)</u></p> <p>G. School Council and Parent Forum to review policy, consult - processes for healthy lunchboxes and tuck. Propose changes to SLT</p>	<p>PE / TLA Lead time as above</p> <p>Hire of Northwood Stadium x 2 afternoons = £1000</p> <p>PDBW PSHE leader</p>	<p>Number of pupils participating in cross-school competition increases, especially for PP and EAL pupils.</p> <p>Increase in number of Y6 pupils who can swim 25 meters (19% last year).</p> <p>Pupils only access healthy food at break time.</p> <p>Pupils can explain accurately and articulate confidently an age-appropriate understanding of healthy relationships and lifestyles</p> <p>At least 75% daily take-up of Magic Breakfast</p>	<p>Club registers Parent and pupil questionnaires Parents’ Forum and School Council minutes</p> <p>Observation of break and lunchtime provision</p> <p>Evaluation of swimming provision</p> <p>Drop-in observations of Magic Breakfast</p>

	<p>to improve health and well-being (cross ref with PDBW plan)</p> <p>H. Discussion around healthy lifestyles choices to be included as routine during lunchtimes and playtimes (including consequences of unhealthy), and through PSHE lessons</p> <p>I. Implement Magic Breakfast to replace current tuck system.</p>	<p>PE leader</p> <p>PDBW / SAFO</p>		
3. Assessment is accurate to secure improved outcomes	<p>A. Implement simple system for assessing PE, tracking pupil progress through objectives</p> <p>B. Train all staff in administering the bleep test and recording fitness scores</p>	<p>PE / TLA lead time as above</p>	<p>There is a record of which PE skills pupils have been taught, and the degree to which pupils have mastered these.</p>	<p>Termly review of PE assessment tracking</p>
4. Playground provides sufficient stimulation to enable constructive play, which contributes to pupils leading an active life.	<p>A. Consult with school council to agree aspects for development</p> <p>B. Draw up plans</p> <p>C. Purchase resources</p> <p>D. Train play leaders to ensure equipment is put out every day and used effectively</p> <p>E. Draw up zones and rotas for their use, timetables for supervision</p>	<p>PE / PDBW lead time as above</p> <p>Resources approx. £3000</p>	<p>Playground provides opportunities to engage pupils in constructive play activities, minimise disruptive incidents and ensure pupils re-enter the classroom ready for learning.</p>	<p>Playtime drop-ins</p> <p>Pupil questionnaires</p>
5. Safeguarding is effective	<p>A. Office staff to liaise with PE leader to check that 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)</p> <p>B. SAFO to ensure process in place for checking safeguarding requirements in place before new providers start working with pupils.</p>	<p>Designated Officer /PE lead</p> <p>SAFO</p>	<p>Quality Risk Assessments in place for all sporting activities including clubs.</p> <p>All staff working with children, including club leads, have level 1 safeguarding, DBS and all safeguarding 'working with children' checks prior to working in schools (as safeguarding audit)</p>	<p>Single Central Record</p> <p>Risk assessments - PE leader file</p> <p>Inventory of PE equipment.</p>

	<p>C. Standardised Risk assessments to be agreed as a model across the MAT for Sports Clubs, PE lessons, Swimming</p> <p>D. 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>E. Equipment to be risk assessed in line with health and safety compliance and faulty equipment identified removed (immediately) or repaired promptly</p> <p>F. Club registers to be developed to include medical needs, vulnerabilities, dismissal and pupil alerts (registers to remain in school)</p>	<p>PDBW / PE leader</p> <p>PDBW / PE leader</p> <p>PDBW / PE leader</p> <p>PDBW / PE leader</p>	<p>All PE equipment if safe and fit for purpose.</p>	
<p>6. Consult with pupils and parents regularly and evidence how their views are listened to and inform strategic plans.</p>	<p>A. Questionnaires to be sent to parents to gauge views about the importance of PE and sport and healthy lifestyles</p> <p>B. Questionnaires to be completed with pupils to gauge views in terms of scale 1-10 - PE, healthy lifestyle choices and choice of clubs – School Council to lead consultation, analysis and presentation of findings</p> <p>C. Collate evidence/feedback from questionnaires and analyse to find areas of need</p> <p>D. Lead / source sport clubs, healthy lifestyles clubs (change4life, active families) to accommodate needs/interests of</p>	<p>PE / PDBW lead</p>	<p>Pupils and parents work with the school to strategically develop PE, Sport in school and improved, healthy lifestyles</p>	<p>Pupil and parent questionnaires</p>

	parents and pupils where possible (spring and summer)			
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