

# HAMILTON ACADEMY, SPORT PREMIUM, 2019-2020

## Sport Premium Action Plan

Plan Lead: Claire Robinson

Coding: **Green** (Achieved); **Yellow** (Partly achieved); **Red** (Not achieved)

### 1. Summary information

Academic Year	2019-2020	Total PLAN budget	£16,000	Date of Plan review	Summer term
Total number of pupils	203	Number of pupils eligible if appropriate	EYPP - 4 PP - 32	Date for next internal review of this plan	Spring term

### Academic Year 2019-2020

	ACTIONS	STAFF LEAD & ESTIMATED COST	SUCCESS CRITERIA	EVIDENCE
To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.	<ul style="list-style-type: none"> <li>Implement the new PE scheme of work, to ensure consistent teaching across PE.</li> <li>Provide coaching support/model lessons when teaching is identified as less than good.</li> <li>Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sport and cooking) Invited but poor uptake. At least 5 PP children to be invited to each club next year</li> <li>Develop an assessment system with Educator (in line with the new scheme) for the MAT so that vulnerable groups can be easily tracked.</li> <li>Implement an assessment tool/strategy to test pupil's skills/ability to support planning for progression from each individual child's starting points</li> <li>Baseline assessment to be used to establish pupils' starting points in fitness, skills and ability.</li> </ul>	<p>RE lead/ TLA / PDBW/CTs</p> <p>Management time of PE lead £10,000 per annum/ contribution to salary</p> <p>Educator assessment system £1200</p> <p>PE scheme of work £300</p>	<ul style="list-style-type: none"> <li>The curriculum sets out the aims of a programme of education and a structure.</li> <li>Children develop knowledge and skills across the curriculum, which:                             <ul style="list-style-type: none"> <li>Promotes the personal development of pupils, developing creativity and a healthy lifestyle.</li> <li>Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes.</li> </ul> </li> <li>The impact of teaching on learning and progress overtime is good with attainment that is now at least in line with national.</li> </ul>	<p>The power of PE scheme provides Teachers with learning challenges, which match to children's abilities, ensuring accelerated progress.</p> <p>Due to Covid-19, data submission has not taken place: AP2 EYFS internal physical development data shows a positive picture.</p> <p>Next steps: KS1 to use the scheme assessment tracker consistently to assess pupil's progress, identify target children as well as gifted and talented.</p>

	<ul style="list-style-type: none"> <li>• Videos to be produced to show children's fitness / progression of skills. Some produced. CPD needed on this next year to highlight the importance and effectiveness of videos.</li> <li>• Review and Implement a MAT Assessment Toolkit to include all PE assessment documentation</li> <li>• PE data to be analysed/progress measured (at least start and end of year) Bleep test was carried out in the Autumn Term. Not completed in Spring/Summer due to Covid-19.</li> </ul> <p><b>Competitive Sport</b></p> <ul style="list-style-type: none"> <li>• Arrange and lead 'up levelled' sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2019. Up levelled sports day planned for. Unable to carry out due to Covid-19.</li> <li>• Participation in cross infant competition to be increased</li> <li>• Sporting calendar for 2019-2020 to be in place evidencing increasing participation. Football match in March 2020. Dodgeball and basketball matches unable to go ahead due to Covid 19.</li> <li>• Sports Awards assemblies to be integrated as routine.</li> </ul>			
<p>To develop teachers pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring programme.</p>	<ul style="list-style-type: none"> <li>• Create and analyse staff CPD needs through a questionnaire.</li> <li>• Review and implement a consistent MTP and weekly planning system across the MAT for PE, linked to the new scheme of work</li> <li>• Monitor MTP and weekly planning to see evidence of the children being able to talk about the effect of exercise and healthy lifestyles.</li> <li>• Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified. Drop ins began in Spring. Completed</li> </ul>	<p>PE lead/ PDBW</p>	<ul style="list-style-type: none"> <li>• Quality of Education meets the good Ofsted judgement.</li> <li>• Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching.</li> <li>• The impact of the taught curriculum is strong, pupils work across the curriculum is of a high quality.</li> </ul>	<p>Some lesson monitoring took place in Spring. See teacher drop in sheets.</p>

	<p>for EYFS but not for KS1 due to Covid-19. Make KS1 drop ins a priority next year.</p> <ul style="list-style-type: none"> <li>Children's self-evaluations and peer evaluations to be captured in lessons and evidence gathered on IPADs shows skills as well as showcase/celebrate children's achievements and discussions/comments about P.E.</li> </ul>			
<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.</p>	<ul style="list-style-type: none"> <li>Monthly Supervision and coaching to take place between PDBW lead and PE lead/Playground lead focusing on plan progression/impact.</li> <li>Collaborative management time across the MAT for PDBW and Sports lead</li> <li>PE lead judgements to be quality assured across the MAT.</li> <li>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).</li> <li>Ensure consistent standard risk assessments are used for Sports clubs and PE lessons</li> <li>Club registers to be developed to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts.</li> <li>Develop the facilities/resources available for KS1 pupils at playtime/lunchtime. RG held meeting with KS1 support staff on 29.4.20. Lunchtime provision plan ready for next year.</li> <li>Questionnaires to be sent to parents to gauge views about importance of P.E and sport and healthy lifestyles. Completed a draft paper questionnaire. Parents to complete online via Survey Monkey May 2020 due to Covid 19.</li> <li>Questionnaires to be completed with pupils to gauge their views in terms of scale 1-10 PE, healthy lifestyle choices and choice of clubs –</li> </ul>	<p>PE lead / Playground lead /PDBW lead/ Compliance Officer/ Office CTs/LTS leads</p> <p>Resources for KS1 lunchtime provision £2500</p>	<ul style="list-style-type: none"> <li>Staff talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school.</li> <li>Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching.</li> <li>Increased parental support through the parent forum.</li> <li>School council contribute to school events and school development.</li> </ul>	<p>Donations collected for Sport Relief and Children in Need.</p> <p>Children have created a no phones policy. See school council record book.</p> <p>Next steps: Gather child voice about playground activities/golden time.</p>

	<ul style="list-style-type: none"> <li>School council to lead consultation, analysis and presentation findings.</li> <li>Collate evidence/feedback from questionnaires and analyse to find areas of need and plan clubs accordingly.</li> </ul>			
<p>To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn.</p>	<ul style="list-style-type: none"> <li>School displays to be further developed to promote MAGIC learning: <ul style="list-style-type: none"> <li>Healthy eating/choices</li> <li>Fitness – healthy lifestyles</li> <li>PE (hall)</li> <li>Competition participation and achievement board (photos, certificates, awards) To be added to the hall display.</li> </ul> </li> <li>Lesson evaluations and PE clubs to include talent spotting Talent spotting to be added to sports club registers.</li> <li>Talented register to be collated identifying sport of strength</li> <li>Talented children to be sign posted to in school clubs (nurture/grow talent) Teachers encourage talented children to attend clubs.</li> </ul> <p><b>Improving Lunchtimes/Playtimes (healthy choices/lifestyles)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Lead sport clubs, healthy lifestyles clubs to accommodate needs/interests of parents and pupils where possible Cooking club and clubs led by Port Vale i.e. football.</li> <li>Play leaders to be continued to be coached to encourage active play. Relaunch in September. Year 1 play leaders to shadow Year 2s.</li> <li>Monitor lunchtimes and encourage/support/coach lunch time supervisors to be actively engaged in</li> </ul>	<p>PDBW Lead/PE lead / playground lead</p> <p>Northwood stadium/coach hire for sports day £1000</p>	<ul style="list-style-type: none"> <li>The school has high expectations for pupils behaviour and conduct and applies these expectations consistently and fairly.</li> <li>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</li> </ul>	<p>Behaviour in PE lessons is good and most children are engaged in lessons. See drop in sheets.</p> <p>Andy Reed report dated 7.5.19 shows positive lunchtime provision. See KS1 and Reception lunchtime playground plans for 20-21, which will ensure provision is consistently strong.</p> <p>Self-selection of fruit throughout the day in EYFS and also available at break time for KS1.</p> <p>Next steps: Monitor healthy options on offer at lunchtime from City Catering, as routine.</p>

	<p>encouraging active play. Coaching is on going with lunchtime supervisors.</p>			
<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> <li>• Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national. Fine motor skills targeted in EYFS. Write from the start interventions completed in Reception, dough disco and daily playdough activities in CP. Gross motor focus in outside provision.</li> <li>• Monitor the provision for outdoor learning ensuring outdoor learning in the Early Years, challenges children and allows them to take safe risks and that provision/teaching shows impact of forest school training. See Forest school planning.</li> <li>• Capture children's voice in relation to their views on the activities being offered outdoors and record their comments. EYFS capture children's voice within continuous provision/forest school activities. Need to ensure comments are consistently recorded.</li> <li>• Children to be taught how to make healthy choices and why it is important.</li> <li>• Embed children's independence for self-service fruit and water/milk, moving away from whole class time.</li> <li>• PHSE independence skills to be included in drop ins.</li> </ul>	<p>PE lead /TLA/ PDBW / EYFS lead / CTs</p> <p>£1000 towards improving environment for physical activity to take place.</p>	<ul style="list-style-type: none"> <li>• GLD is in line with national attainment and gaps are closing between all groups of learners.</li> <li>• The learning environment is highly stimulating and provides rich, varied and imaginative experiences.</li> </ul>	<p>Due to Covid-19, data submission has not taken place: AP2 EYFS internal physical development data shows a positive picture.</p> <p>See EYFS CP drop in sheets, provision in EYFS is strong.</p> <ul style="list-style-type: none"> <li>• Nursery have developed a more open 'free flo' approach to CP.</li> <li>• CP activities are more open ended across EYFS enabling children to direct their learning based on their own interests.</li> </ul> <p>Forest School training has contributed to the rise in attainment in physical development (both gross and fine motor) due to activities such as knot tying, rolling down hills, team games, obstacle courses etc.</p> <p><b>PRIORITIES FOR NEXT YEAR:</b></p> <ul style="list-style-type: none"> <li>• The scheme assessment tracker to be used consistently in KS1.</li> <li>• Use of technology to capture children's self</li> </ul>

				<p>evaluations, peer evaluations and celebration of skills.</p> <ul style="list-style-type: none"><li>• Continue to monitor lessons to ensure teaching is of a GOOD standard.</li></ul>
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