

Our Sports Grant for 2019-20= £16,270

We have chosen to focus on:

- **Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively –this is due to the number of new staff we have with us this academic year and also due to the SEMH provision –with staff needing to support the more complex needs of a particular cohort.**
- **Supporting and involving the least active children by providing targeted activities**
- **Coaching those children we view as being gifted and talented**
- **Entering or running sport competitions including running sports activities with other schools**
- **Encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school**
- **Embedding physical activity into the school day through active playgrounds and active teaching**
- **Teaching the elements of resilience, communication and independent management of behaviour –in line with our core focus of improving the social independence of all of our pupils.**

In order to do this we have chosen to continue with support from Moving Matters. Our aim is to use Moving Matters to:

- **Support our planning and delivery of the PE curriculum for 2019-20 and beyond.**
- **Continue to coach teachers so that once the programme ends they will be delivering outstanding PE sessions –with a focus upon pupil engagement and broadening the PE curriculum.**
- **Support us to participate in local school competitions**
- **Develop the elements of resilience, better communication, independent management of behaviour and teach our pupils to be successful leaders.**

		Cost	Success Criteria	How this will be achieved	Evaluation/ plan for sustainability
Moving Matters		£16,270			Nov 19 Dec 19 March 20 June 20
	1. Coaching of staff		<p>All targeted teachers are able to deliver good quality lessons by June 2020.</p> <p>Established staff who need less support (due to previous MM support are able to teach a wider range of activities</p> <p>Playtimes are active, pupils are engaged, rate of negative behaviours is low compared with other parts of the day. Confidence of staff is increased</p>	<p>MM to organise a schedule of lessons for staff to observe and then plan for lessons to be taken over gradually by staff . MM to observe and provide feedback to SLT. MM to provide resources to staff.</p> <p>MM to lead on new range of activities and work with staff to deliver them</p> <p>MM to work with targeted LAs to support them to deliver high quality playground/ PE sessions at break times</p>	Regular learning walks across the year

	2.Support for specific groups – less active / gifted and talented		All targeted pupils make progress from 'baseline' . Less active pupils spend more time in PE lessons and enjoy activities.	MM to focus on small groups and provide short and focused additional sessions across the week.	Links with outside organisations for gifted and talented pupils. Continued encouragement for less active pupils
	3.Developing competition		Pupils engage in 2 x external and 2 x internal competitions across the year. Pupils' feedback show they enjoyed the sessions	MM to organise the external sessions and plan lessons for Y5-6 pupils to prepare them for the events –tag rugby and football KPA staff and MM to organise 2 x sports activity days and all pupils to take part. LAs to run the sessions.	Competitions to increase to 3 for 20-21. Sports Activity Day to be part of our regular curriculum diet moving forward
	4.Development of leadership		Y5-6 pupils are able to model responsible behaviour for younger pupils. Y5-6 pupils +ve points increase from Sept – to end of placement. Rate of –ve incident rate decreases.	MM and staff to work on this in lessons Staff to choose playground leaders-special bibs worn	Lessons to focus on leadership. Leadership to be encourage across the school day. Leaders to have planned support for younger pupils.
	5.Links to Social Independence Scale focus: Resilience Communication Managing Myself		Rate of +ve points in these areas will increase	MM to develop these aspects in PE.A4 sheet in gym (Resilience) – which mirrors what we have in class Link to SIS focuses on the gym display –this needs to be changed- growth mindset?	Links with other curriculum areas- especially for the SEMH classes –with the 3 SIS areas forming the main content of the curriculum

