

# NORTHWOOD BROOM ACADEMY, SPORT PREMIUM, 2019-2020

## Sport Premium Action Plan

Plan Lead: Louise Brandrick

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	195	Number of pupils eligible if appropriate	EYPP - 4 PP - 48	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)</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> <li>Videos to be produced to show children's fitness / progression of skills.</li> </ul>	<p>PE 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 is made and a full depth to curricular coverage.</p> <p>Due to Covid-19, data submission has not taken place at the end of the academic year.</p> <p>Internal data for EYFS at AP2 shows a positive inclined in the Physical Development strand.</p> <p>Drop ins planned for Spring term were planned in but not able to take place. PE lead has</p>

	<ul style="list-style-type: none"> <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)</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.</li> <li>• Participation in cross infant competition to be increased</li> <li>• Sporting calendar for 2019-2020 to be in place evidencing increasing participation.</li> <li>• Sports Awards assemblies to be integrated as routine.</li> </ul>			<p>provided coaching and supporting in planning and undertaking PE lessons following the new scheme of work.</p> <p>KS1 were to implement assessment of PE during the Summer term following CPD from the PE. This will need to be a priority in the new academic year. This will ensure teachers consistently assess pupil's progress, identify target children as well as gifted and talented.</p> <p>Baseline assessments for fitness were carried out at the start of the year and redone during Spring term. Due to Covid-19 these were unable to be completed at the end of term. The analysis of data during Spring assessments showed a steady incline of fitness levels. Next year we will look to also include recording baselines for skills and abilities and what these look like at each age group.</p> <p><b>Competitive Sport</b> An up levelled sports day had been planned with PE leads across the MAT but unfortunately was unable to</p>
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				<p>take place due to school closures.</p> <p>Cross infant competitions x3 planned. Only 1 took place due to school closures.</p> <p>Sports awards certificates created. To be present on school reopening.</p>
<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.</li> <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>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>Questionnaire created to recognise staff CPD needs.</p> <p>Staff completed the questionnaire. Following an analysis of this, CPD during a PDM was put in place to support staff needs.</p> <p>MTP monitoring complete to ensure that Power of PE scheme was being used effectively.</p> <p>Drop ins timetabled for Spring 2 but unfortunately due to school closures did not take place.</p> <p>CPD to take place on return around children's self-evaluations as well as peer evaluations.</p>

<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.</li> <li>• Questionnaires to be sent to parents to gauge views about importance of P.E and sport and healthy lifestyles.</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 – 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>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>Coaching of lesson drop ins has taken place. Next steps to focus on playground provision.</p> <p>Collaborative time across the MAT with fellow PE leads to discuss the implementing of the new scheme; sports day plans; cross infant competitions; staff questionnaires.</p> <p>PE judgements made within school. Next steps to build in time to monitor across the MAT.</p> <p>All staff working with children have safeguarding level 1 or above. Both internal and external staff.</p> <p>Club registers are kept and used to monitor participation, especially those whom are vulnerable.</p> <p>Questionnaires created by leads across the MAT for both parents and children. To be sent out on return to school. Then collate evidence to analyse areas to work on.</p>
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<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)</li> </ul> </li> <li>● Lesson evaluations and PE clubs to include talent spotting</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)</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</li> <li>● Play leaders to be continued to be coached to encourage active play.</li> <li>● Monitor lunchtimes and support/coach/ensure lunch time supervisors are actively engaged in encouraging active play.</li> <li>● Professional photograph signs to be displayed in the correct areas of the playground to create the different zones and set expectations leaving equipment tidy.</li> <li>● Monitor morning playtimes and encourage/support/coach classroom staff in becoming actively engaged in encouraging active play.</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 pupil's 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. Information gathered through staff questionnaires.</p> <p>Self-selection of fruit throughout the day in EYFS and also available at break time for KS1.</p> <p>Internal and external clubs provided including sports, healthy lifestyles based on feedback from a questionnaire sent out to pupil and parents last academic year.</p> <p>Professional photographs taken and signs displayed throughout school and on the playground.</p> <p>Lunchtimes monitored to ensure children are actively encourage to engage in play.</p>
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<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.</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.</li> <li>• Capture children's voice in relation to their views on the activities being offered outdoors and record their comments.</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.</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> <ul style="list-style-type: none"> <li>• Nursery have developed a more open 'free flow' 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>Children use self-service to get fruit and milk/water from their snack station.</p> <p>Pupil voice record via tiny tracker.</p>
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