

Chadsgrove School Sports Premium Funding 2018-2019

Action Plan, Evidence and Impact

Academic Year: 2018/19		Total fund allocated: £16250	Date Updated: 17 th July 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Identify inactive children, those children who did not attend an extra-curricular club 17-18 Target those children who are not active for 30 minutes during the school day Identify why those children are inactive, what are the barriers Ensure all children Y1-Yr6 are physically active for 30 minutes a day in school. Train a member of staff to run lunch time clubs Insure a wide variety of clubs on offer 	<ul style="list-style-type: none"> Improve clubs on offer to children with PMLD in particular 4LS Identify pupils who are do not achieve 30minutes of exercise a day Children who are inactive identified, Improve confidence of lunchtime supervisors who assist with Dance club 	£1000	<ul style="list-style-type: none"> 100% of children from 4LS attend dance club. All children at KS1 and KS2 achieve the minimum of 30 minutes of exercise a day through the following activities: track challenge during registration, P.E, swimming, soft play, rebound, multisensory, Active classroom learning in literacy and numeracy, forest school, active break time and lunchtime as well as extra-curricular clubs at lunch time and afterschool. Improved uptake of after school clubs; Wheelchair Basketball and Multi Skills Club. 9 children from 3LS, 5LS, 6LS and 8LS Inactive children from 3LS attending afterschool multi skills Inactive children from 	<ul style="list-style-type: none"> Run by P.E teacher, supported by lunch time supervisors <p>Sustainability</p> <ul style="list-style-type: none"> 30 minutes of exercise is embedded in the curriculum, most children achieve 60 minutes of physical activity a day. <p>Next Steps</p> <ul style="list-style-type: none"> Improve stamina by introducing the outdoor fitness equipment Provide more training for lunchtime supervisors

			4LS attending lunchtime dance club, lunchtime supervisors assist with the club. The children are more engaged, they are developing concentration and listening skills as well as developing movement including coordination and balance	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Whole school to take part in Personal Best as part of improving physical fitness, Self-confidence and independence All classes with children with PMLD to take part in the YST Motor Activity Training Programme (MATP) 	<ul style="list-style-type: none"> All staff to support children take part in Personal best during the school day Teachers and TA4 to be trained to deliver MATP 	<ul style="list-style-type: none"> £2000 For cover and resource and CPD 	<ul style="list-style-type: none"> All children taking part in Personal Best 7 Teachers/TA4s trained in MATP 5 classes taking part in MATP School Games week will have a MATP sharing festival Selected pupils will attend the first Worcestershire School Games MATP Festival in the Autumn Term 	<ul style="list-style-type: none"> All children take part in Personal Best either as the track challenge of individual targets this work is imbedded into registration time. MATP in imbedded in the P.E. Curriculum and movement programme for each class. A celebration of MATP took place on 27th June. 32 pupils took part and showcased their work Introduce Youth Sport Trust Character Education, course to be attended by 2 staff on October 25th.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improve the teaching of swimming to those more able swimmers Increase physical activity through teaching numeracy and literacy Expand the range of OAA activities on offer Improve teaching of football 	<ul style="list-style-type: none"> 2 members of staff to attend a teaching swimming course 2 member of staff to attend a course on how teaching literacy and numeracy through physical activity/Football 1 member of staff to be trained as a Bell Boating Leader 1 member of staff to attend FA Primary Football Teachers Award 	<ul style="list-style-type: none"> £2500 (to cover the cost of the courses the cover required in school and time required to organise the CPD) 	<ul style="list-style-type: none"> No courses available at the moment Literacy and numeracy course 8 pupils more active which supports the 30 minutes of physical activity a day Football storey telling course takes place February 2019 Course takes place March 2019 Football club started, 10 pupils attend regularly. Skills/practices taught in P.E lessons when teaching ball skills 6 KS2 pupils taken to a SEND Football Festival 	<ul style="list-style-type: none"> Training course is booked for November 2019 Information learnt on the course to be shared with other teachers in March 2019 The member of staff who completed the Bell Boat Training took a group of pupils to the Bromsgrove School Regatta, they developed teamwork as well as coordination and stamina. This event is now embedded in the school calendar. Practices learnt on the course imbedded in P.E. lessons Football club established Next step to explore frame football for those who use K walkers 3 pupils now attending Redditch Disability Football club.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Purchase and have fitted outdoor exercise equipment Purchase benches Small gymnastic mats and trolley Adaptive sports and dance equipment 	<ul style="list-style-type: none"> To improve the coordination, balance, agility, strength and stamina of more physically able children To improve core stability and balance for those children who cannot sit without support To allow children to come out of their chairs in the hall and in their classrooms Class to have a box of equipment to allow class teachers to develop active lessons. 	<ul style="list-style-type: none"> £5000 600 800 500 	<ul style="list-style-type: none"> 1 quote received, Waiting for second quote This will be purchased in April when the second instalment of money arrives Equipment divided between 5 classes who use the equipment every day to get the children active. Classes will be reporting back in June the impact the equipment has had. 	<ul style="list-style-type: none"> Was not happy with second quote, waiting for a 3rd quote. The PE equipment for 3LS has been used in a variety of ways to enhance the children's learning. For example, the scarves have been used for TacPac sessions, whilst the beanbags have been used in Maths as part of counting games. I have some children in my class, who learn much better through being active rather than sitting still, so having things like the hoops available all the time has enabled me to be more creative and go with the needs of the children; if I see that they're not coping with sitting still, or can't concentrate for a particular circle time, I can quickly adapt and change a lesson, e.g. have a TA take them for a different, more active, activity, as I have the equipment available to do so. By 3LS Teacher

<ul style="list-style-type: none"> • Run a Dance theme during the Spring Term Purchase a Maypole and have a visit from Country dancing group • Dance teacher to work with pupils on a Dance project in the Spring Term • Develop the teaching of net games by employing a tennis coach for 6 sessions for 8LS to develop hand eye coordination. 	<ul style="list-style-type: none"> • Maypole dancing, to develop agility, balance, coordination, teamwork and British values • Dance Teacher from Dance Fest employed for 12 sessions to work with PMLD pupils during creative arts • 8LS have received 5 tennis coaching sessions • Start a lunch time football club 	<ul style="list-style-type: none"> • £600 • 500 • 180 • 100 	<p>4 Classes have been learning English Country Dancing and Maypole Dancing. The Maypole dancing has improved pupils balance, coordination and concentration skills. The classes will be show casing their skills in May</p> <p>Dance Teacher has worked with 2 groups, one of the groups a PMLD class performed their dance at the first SEND dance Festival (Inter School event)</p> <p>Pupils have improved coordination, balance and teamwork</p> <ul style="list-style-type: none"> • 8 pupils have taken part in the first 6 sessions, pupils have been fully engaged in learning different types of movement • 10 pupils from KS1 and KS2 regularly attend, 	<ul style="list-style-type: none"> • 4 classes took part in a Maypole Dancing Festival, a performance of the work learnt over a period of 8 weeks. 20 parents attended the performance. This work will continue next academic year. The pupil's concentration, coordination and teamwork improved particularly those pupils in 6LS. • Class teacher gained confidence teaching dance and taking her pupils with complex needs to an event. • P.E teacher gained new skills which can be taught to pupils in future years. • Link with Redditch SEND Football club to signpost children to the club.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> 100% of children in KS1 & KS2 to take part in Intra School Competition (Level 1) At KS2 65% of children to attend an interschool competition/festival 	<ul style="list-style-type: none"> All children to take part in at least 1 house competition per term and School Games Day in June KS1 children to attend a Multi Skills Festival (September) All able KS2 children to attend Multi Skills and Level 2 Competition (September) All eligible children to attend the North Worcestershire Level 2 KS2 New Age Kurling Competition (November) All eligible children to attend the North Worcestershire Level 2 	£2000 transport £470 equipment	<ul style="list-style-type: none"> House competitions allow the children to work in a team, work on a challenge, experience new activities, improve communication and social skills. Interschool competitions and Festivals take place off site in large sports halls that are noisy. The children who take part are experiencing new environments with different sounds that they might not experience in their home environment. When at the inter school competitions the children are learning to develop communication skills particularly when playing Boccia and the children have to decide who should have their turn which they have to discuss between themselves. 1 Team from 6LS won the 	Next Steps <ul style="list-style-type: none"> Children in PMLD classes to take part in a MATP sharing Festival (Inter School)

	<ul style="list-style-type: none"> • KS2 Boccia Competition (March) 		<p>competition and will represent North Worcestershire at the Worcestershire Winter School Games in April</p> <ul style="list-style-type: none"> • The team from 6LS represented North Worcestershire at the Worcestershire Winter School Games and won the KS2 New Age Kurling Competition • 2 classes from KS2 (5 teams) attended the North Worcestershire Boccia competition 	
	<ul style="list-style-type: none"> • All eligible children to attend the Year 5/6 Arrows Archery Competition (June) • Identify pupils who can attend a mainstream KS1 gymnastic festival (February) • Purchase equipment to run a Level 1 Sensory Orienteering Festival 		<ul style="list-style-type: none"> • 8 children attended the Year 5/6 Arrows Archery Competition. The team won and will represent North Worcestershire at the Worcestershire School Games in July • 3 pupils attended the KS1 North Worcestershire Gymnastics Competition The pupils developed balance, strength and coordination skills as well as improved confidence and patience (waiting for their turn) 	<ul style="list-style-type: none"> • Improved coordination (loading the arrow) and aiming, improved team work: waiting for their turn. • The Arrows Archery Team represented North Worcestershire at the Worcestershire School Games. They attended the opening ceremony, competed against teams from across the county and attended the cultural village. The pupils gained confidence by attending this very large event and mixed with pupils from mainstream school.

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