

NORTHENDEN COMMUNITY SCHOOL

PE AND SPORTS PREMIUM DEVELOPMENT PLAN : 2018 - 2019

SUMMARY OF FUNDING ALLOCATION

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	£1,500
Key indicator 2 The profile of PE and sport being raised across the school as a tool for whole school improvement	£1,330
Key indicator 3 Increased confidence, knowledge and skills of all staff in teaching PE and sport	£2,500
Key indicator 4 Broader experience of a range of sports and activities offered to all pupils	£4,000
Key indicator 5 Increased participation in competitive sport	£10,292
Total Planned Spend	£19,622
of which	£17,810 (PE/Sports Premium)
	£1,812 contribution from school budget, including parental contributions

Key indicator 1: The engagement of all 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

Focus / Aims	Actions to achieve:	Funding	Expected Impact/Evidence	Sustainability
<ul style="list-style-type: none"> • All children engaged in 30 minutes of physical activity a day in school, including before, during and after the school day • Increase pupils' understanding of the importance and benefit of sustaining physical activity/movement as part of a healthy lifestyle and to avoid obesity and its effects • All children engaged in all PE lessons, including gymnastics and dance 	<ul style="list-style-type: none"> • Seek external audit and support to improve delivery and effectiveness of physical activity during the school day (external PE consultant or Sports Development Officer) • 'Wake Up, Shake Up' sessions to take place three times each week (Tuesday, Wednesday and Thursday mornings) • Staff training on delivery of physical activities other than PE, including keep-fit, personal physical challenges, daily walk/mile, outdoor 'circuit' training • Appoint additional lunchtime staff to develop capacity to encourage physical activity during lunchtime period • Audit how very limited space is used at lunchtimes to encourage positive physical activity and games for Key Stage 1 pupils • Purchase of sport and physical activity equipment, apparatus and resources to support lunchtime activities • Older pupils to encourage, lead and support physical activity of younger pupils at lunchtimes 	<p>External Support £500 Resources £1,000</p>	<ul style="list-style-type: none"> • School more effective in engaging all children in physical activity during the school day, including before school, during timetabled lessons, during lunchtimes and after school • Physical activity timetabled into the school day for all classes and targeted groups • Staff feel confident to deliver a range of general fitness activities as part of curriculum day • Physical activity at lunchtime is more delivered/organised more effectively, particularly for Key Stage 1 pupils so that they have dedicated space for team and other activities 	<ul style="list-style-type: none"> • External support should provide insights into range of ways to develop physical activity and enable school to build low-cost capacity to sustain this • Wake Up, Shake Up sessions are sustainable at no additional cost • Lunchtime activity sustainable given funding for resources and continued staff commitment to encourage and lead physical activity

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Focus / Aims	Actions to achieve:	Funding	Expected Impact/Evidence	Sustainability
<ul style="list-style-type: none"> • PE and Sport have a high profile across the school so that staff, pupils and governors are engaged with the school's aims, programmes and success in PE, competitive sport, physical activity and general well-being • Pupils to be engaged in sport and physical activity from the earliest age to encourage good habits and interest in physical activity • School achieves the SILVER level of the School Games awards at the end of 2018/2019 • School to use the Association of Physical Education publications for placing PESSPA at the heart of school life • School to consider the AfPE Quality Mark as a tool for evaluating whole-school PESSPA and its impact 	<ul style="list-style-type: none"> • PE and Sport part of School Development Plan for this and future years • Specific PE, Sport and Physical Activity targets to be developed in consultation with pupils • PE and Sports Leader to have increased opportunities to lead, share and evaluate initiatives across the whole school, including evaluation of this plan and reporting directly to governors at least once per year • Early Years pupils to have increased opportunities to work with Sports coaches at lunchtime and after-school • Establish and develop role of School Games Team (Pupils) in encouraging, leading and evaluating school PE, sport and physical activity • Develop specific plans and targets for each cohort, including identifying aims and targets at whole-school, class and individual level • Establish programme of intra-school competition, including competition between houses (see Section 5) • Purchase appropriate and specific (for different sports) team kits and coaches' jackets 	<p>Early Years Sports Coaching £35/hour for 38 weeks £1,330</p> <p>Sports Kits £500, including through sponsorship</p>	<ul style="list-style-type: none"> • PE and Sport has a high profile, presence and level of 'conversation' in school • PE, Competitive sport • School achieves School Games Silver Award and aspires to Gold Award • PE and Sport is celebrated in assemblies and in other ways on a regular basis • All staff committed to encouraging and developing physical activity in ways relevant to their role • Increased number of pupils engaged in physical activity • Improved weight/obesity data for targeted pupils • Increased involvement from staff in running extra-curricular sports activities and managing or attending competition events • Parents engaged in benefits of physical activity and support their children's involvement • Parents receive updates regarding school sport at least on a half-termly basis, e.g. via newsletter 	<ul style="list-style-type: none"> • Profile of PE and School sport is sustainable at relatively little cost • Opportunities for release time for SPL are sustainable given continued funding • External coaching sustainable given funding <p>Small school size, wrap around care and very limited grounds have significant impact on number, range and quality of activities that can be offered at the school, including at any one time. This is a limiting factor in our PE and Sports development. There are few local sports clubs with which to form and sustain effective partnerships.</p> <ul style="list-style-type: none"> • Explore possibility of using other local suitable grounds for extra-curricular sports activities • Form more partnerships with external sports providers

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Focus / Aims	Actions to achieve:	Funding	Expected Impact/Evidence	Sustainability
<ul style="list-style-type: none"> • All teachers to be confident in the delivery of high-quality PE lessons which in turn has an impact on the quality of pupils' physical literacy, fundamental movement and skills in gymnastics, dance, a range of games and athletics. • Some staff to undertake training opportunities to improve sport and coaching skills 	<ul style="list-style-type: none"> • Continued CPD from highly experienced PE consultant who will work with all teachers on a timetabled basis during the academic year. • Staff have access to sport and coaching qualification programmes, including via the Apprenticeship Levy if possible • Staff to be very specific in focusing their CPD needs and gaining through work with sports coaches • Evaluate the quality of PE teaching throughout the school • Ensure that all staff are consistent in their approach in teaching games activities, e.g. consistent rules of the game 	<p>£2,500</p>	<ul style="list-style-type: none"> • Quality of teaching has significant impact on pupils' understanding and skills in all aspects of PE • Feedback from teachers and lesson observations show increased confidence in teaching PE and Sports • Teachers have greater understanding of progression in PE and how to plan refined next steps in lessons, including support pupils with SEND and the more able pupils • Assessments in PE show marked progress in each class, particularly in number of pupils working at a greater depth/competency within the subject • Greater number of pupils demonstrating higher-level competencies in physical literacy, understanding of physical activity, fundamental movement skills and competitive games 	<ul style="list-style-type: none"> • Learning from CPD should be embedded into continuing professional practice. • Future new staff may need CPD, although competent and confident staff could share expertise, given funding for release time. • Develop assessment of PE across the whole-school, particularly against Age-Related Expectations and working at a greater depth/competency

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Focus / Aims	Actions to achieve:	Funding	Expected Impact/Evidence	Sustainability
<ul style="list-style-type: none"> • Range of sports offered during curriculum day, lunchtime and after school is broad • Sports to include <ul style="list-style-type: none"> ○ Football ○ Rounders ○ High-5 (netball) ○ Tag Rugby ○ Swimming ○ Lacrosse ○ Short Tennis ○ Athletics ○ Track and Field ○ Canoeing (Debdale) ○ Dodgeball ○ Dance ○ Hockey ○ Orienteering ○ Cricket ○ Triathlon (adapted) ○ Cross-Country ○ Volleyball ○ Badminton ○ Cheerleading ○ Cycling ○ Multi-Skills 	<ul style="list-style-type: none"> • All classes in Key Stage 2 to have a funded or partly-funded (contributions from parents) experience of physical activity in an external setting, e.g. rock climbing, canoeing (Debdale) • Establish programme of wide range of sports currently not offered, including during PE lessons and extra-curricular activities • Training for teaching staff in the understanding, coaching and scoring/umpiring of different sports 	<p>Funded Activities £1,000 After-School Sports Coaching £3,600</p>	<ul style="list-style-type: none"> • Staff have understanding and competence in the teaching of a wider range of sports • Pupils have understanding and competence in a wider range of sports • 	<ul style="list-style-type: none"> • Given effective CPD, teacher support for wider range of sport should be sustainable

Key indicator 5: Increased participation in competitive sport

Focus / Aims	Actions to achieve:	Funding	Expected Impact/Evidence	Sustainability
<ul style="list-style-type: none"> • Increase participation in school-based competitive sport and activity for all pupils • All pupils to take part in Level 0 (Personal Best) challenges • All pupils n EYFS to take part in Level 1 (intra-school) competition at least twice during the academic year • All pupils in Key Stage 1 to take part in Level 1 (intra-school) competition at least 3 times a year, including sports day • All pupils in Key Stage 1 to take part in Level 1 (intra-school) competition at least 3 times a year, including sports day • 30% of Year 2 pupils to take part in one Level 2 competition • All pupils in Key Stage 2 to take part in Level 1 (intra-school) competition at least 5 times a year (every half-term), including sports day (Silver Award) • 60% of pupils in Key Stage 2 (weighted to Years 5/6) take part in at least one Level 2 (inter-school) competition during the academic year. • Develop the opportunities for pupils to develop their personal best in a range of physical activities 	<ul style="list-style-type: none"> • Ongoing membership of Manchester Schools PE Alliance and Manchester Schools Alliance • Programme of coach-led opportunities for pupils to undertake and record a range of physical challenges, including monitoring improvements over time • Annual programme of school-based (intra) competition between houses • Continued funding for team sport and competition, including team kits, staff time to accompany pupils to competitions, mini-bus transport and trophies 	<p>£500 £242 Trophies for intra- and inter-school competition £250 Transport £800 One Goal Coaching for academic year £8,500</p>	<ul style="list-style-type: none"> • All children involved in personal challenges to achieve targets and improve fitness and competency • All children involved in intra-school competition (houses) five times each year, including sports day in the Summer Term • Evidence of aims regarding take up and participation in Level 1 and Level 2 competition • School takes up vast majority of opportunities of local (cluster) and city-wide competition, including via MUFC, MCFC, Wythenshawe Rugby Club. 	<ul style="list-style-type: none"> • School has very committed PE and Sports Leader and a Competition Leader (two members of staff). • School takes part in the vast majority of competitions offered by local and city-wide provision. This is sustainable given funding for staff time and transport. • There is a need to develop intra-school competition events, between established 'house' groups, and to develop programmes to encourage personal challenge. This is achievable and sustainable without significant funding.