

Academic Year: 2016/17	Total fund allocated: £8,645	Date Updated: August 2017		
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: 58%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Enhance EYFS and KS1 coaching provision to ensure children are confident and competent.</p> <p>Raise the profile of 'being healthy'.</p>	<ul style="list-style-type: none"> - BCA to provide a coach to deliver PE for one afternoon a week throughout the year. - Active Development to provide a 1 hour coaching session for each class per week. - PE subject leader to provide staff with CPD opportunities throughout the year offered by the SSP. - Release staff members to observe PE lessons. - Subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. - Hold a 'Healthy Me' theme week with a focus on mindfulness/wellbeing as well as physical activity. - Identify any vulnerable children who would benefit from a creative movement intervention. 	<p>Approximately £4500</p> <p>£500</p>	<ul style="list-style-type: none"> - All children took part in 2 PE lessons per week. - 16 children took part in an extra-curricular football club (children changed termly). - When questioned, children were very positive about their experiences with the different coaches involved throughout the year. They found the lessons exciting and fun (see yearly overview). - At the end of the year, all children were working at the ARE or were greater depth except for 4% of KS1 and 7% of EYFS who were emerging. - Photographs, children's comments and staff comments (see yearly overview) were full of praise for the external coaches and the children loved taking part in new activities. 	<ul style="list-style-type: none"> - Increase the teaching time of the BCA coach so he teaches every year group for 1 afternoon a week. - PE subject leader to support new staff in school or new to a year group with planning for delivery of PE. - PE subject leader to identify any staff who need further support and to provide appropriate CPD opportunities. - PE subject leader to monitor and to provide support as appropriate in order to ensure progress and achievements are maintained by all pupils. - Continue with a focus on mindfulness/wellbeing and include parents too.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide staff with CPD opportunities to support them in delivering high quality PE lessons.	<ul style="list-style-type: none"> - Complete SSP menu to highlight any areas OPIS would like support with this year. - Identify which staff would like CPD and liaise with them to find an appropriate time. - Release staff to observe PE sessions led by external coaches. 	£2400	<ul style="list-style-type: none"> - Staff feedback highlighted that staff found the CPD opportunities useful and gathered lots of ideas that they would now like to implement in their own teaching (see yearly overview). - Yearly overview for each year groups shows a wider variety of sporting opportunities than previous years (e.g. yoga lessons). - SSP menu shows the school received Yoga and Mindfulness taster sessions, a 10 hour intervention aimed at Engaging Children in Creative Movement, Tennis curriculum delivery by Rich Little from Bath Tennis Club and a 1 hour taster session of Tennis from Bath Uni. 	<ul style="list-style-type: none"> - Discuss with staff what further CPD opportunities they would like and complete SSP menu at the next subject leader conference. - Continue to release staff to observe PE lessons and arrange team teaching opportunities in order to develop the quality of teaching, learning and assessment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in EYFS and KS1 to ensure they are competent and confident.	<ul style="list-style-type: none"> - PE subject leader to provide updates throughout the year in staff meetings. - PE subject leader to meet with a broad range of pupils to talk about their PE lessons. - PE subject leader to meet with staff and discuss positive outcomes and what areas there are for development. - Professional development in subject leadership for PE subject leader. - Staff to identify children who are not on track to meet ARE and place in an intervention. 	Included in above	<ul style="list-style-type: none"> - PE subject leader attended regular PLT meetings/subject leader conference with SSCO and other subject leaders from other local schools to discuss best practice and share ideas. - SMART moves interventions ran throughout the year with target children to help them develop and apply physical skills (see individual class data). Assessment grids show improvements across the different skills areas. 	<ul style="list-style-type: none"> - Subject leader to continue meeting with subject leaders from other local schools to encourage ongoing sharing of good practice across schools (begin to meet with PE subject leaders from Palladian Academy Trust). - Continue using SMART moves intervention across all year groups.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>To involve the Year 2 children with the 'Coaching Hub' project.</p>	<ul style="list-style-type: none"> - Involve the Year 2 children with the 'Coaching Hub' project so they can take part in new sports. 	<p>Approximately £300</p>	<ul style="list-style-type: none"> - Feedback/photographs from children were very positive, they enjoyed learning new sports (see yearly overview and SL file). - Teacher feedback was very complimentary of all the coaches from the 'Coaching Hub' project. They enjoyed using the local facilities. 	<ul style="list-style-type: none"> - Look to get involved in the 'Coaching Hub' project in future years.
Key indicator 5: Increased participation in competitive sport				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:
<p>Establish 'Sports Provision Contingency Fund' to enable the children to take part in festivals/competitions with other local schools.</p>	<ul style="list-style-type: none"> - Involve OPIS in the Dance Umbrella. - Network with other schools to try and organise festivals/competitions over the year. - Top up existing resources/kit. 	<p>£1000</p>	<ul style="list-style-type: none"> - PE subject leader ran a dance club over Terms 3 & 4 and then took those children to the Dance Umbrella. - Children's comments from the Dance Umbrella show they enjoyed the experience, especially performing to a large audience (see yearly overview). - Year 2 attended a Tag Tails festival. - KS1 took part in a Multi-skills festival at Bath Uni. 	<ul style="list-style-type: none"> - PE subject leader to run dance club again and involve OPIS in the Dance Umbrella 2018. - Liaise with other schools to organise more festivals for EYFS and KS1.

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