**HAMILTON ACADEMY, SPORT PREMIUM, 2018-2019**

**Sport Premium Action Plan**

Plan Lead: Claire Robinson

**Coding:** Green (Achieved); Yellow (Partly achieved); Red (Not achieved)

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2018-2019 | **Total PLAN budget** | £16,000 | **Date of Plan review** | Summer term |
| **Total number of pupils** | 207 | **Number of pupils eligible if appropriate** | PP - 28 | **Date for next internal review of this plan** | Spring term |

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| **Academic Year 2018-2019** | | | | |
|  | ACTIONS | STAFF LEAD & ESTIMATED COST | SUCCESS CRITERIA | EVIDENCE |
| **PRIORITY 1**  100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national. (1.1 TLA) | * Implement the MAT baseline assessment tool/strategy to test pupil’s fitness to support planning for progression from each child’s individual starting point (AFL) | RF/OS/PDBW  Management time of RF/OS £8,000 per annum/ contribution to salary | * All baseline ARE and AARE children make at least strong progress in their current classes * On trackness increases in all year groups * Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges) |  |
| * Implement a MAT baseline assessment tool/strategy to test pupil’s skills/ability to support planning for progression from each individual child’s starting points (AFL) |
| * Baseline assessment (fitness test) to be used to establish pupils’ starting points in fitness.(AFL) |
| * Baseline assessment (skills test) to be used to establish pupil’s starting points in skills and ability(AFL) |
| * Videos to be produced to show baseline fitness / progression of skills. |
| **PRIORITY 1**  ENSURE consistent systems across all schools to show that progress of all vulnerable groups currently on roll matches or is improving towards that of other pupils with the same starting points. (1.2 TLA) | * Develop an assessment system with DC Pro for the MAT so that vulnerable groups can be easily tracked. | RF/OS/  TLA lead/ PDBW lead  £2500 TA Cost for Clubs |
| * All schools use the same agreed assessments tools |
| * Review and Implement a MAT Assessment Toolkit to include all PE assessment documentation |
| * PE data to be analysed/progress measured (at least start and end of year) |
| * Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sport and cooking) |
| **PRIORITY 2**  Ensure pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way and that this is consistently assessed to inform next steps. (2.5 TLA) | * Opportunities for children to talk about the effect of exercise on their bodies to be included/evident on Medium Term and Weekly planning. | PDBW/ RF/OS /CTs | * All teachers triangulate as good * Outstanding teaching increases from 25% (2/8) to 50%(4/8) * All outcomes are met (as priority 1) * There is a consistent primary approach to the teaching of PE * There is a consistent approach to long, medium and short term planning that is understood and implemented by teachers * Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups * There is a consistent age-appropriate approach to marking * The Curriculum Toolkit is implemented and incorporates the academy curriculum (including pupil voice/interests) * Children’s peer and self-evaluation is understood and mostly accurate * All learning Walls are effective in maintaining high expectations (Just do it rules) and developing independence |
| * Opportunities for children to talk about and debate healthy lifestyles to be included/evident on Medium Term and Weekly planning. . |
| * Monitor planning and drop ins to see evidence of the children being able to talk about the effect of exercise and healthy lifestyles. | RF/OS /PDBW lead |
| * Evidence gathered on IPADs to show skills as well as showcase/celebrate children’s achievements and discussions/comments about P.E. | RF/OS/CT’s/TSA’s |
| **PRIORITY 2**  Embed toolkits to ensure assessment and planning systems are consistent and maximise learning. (2.7 TLA) | * Review and implement a consistent MTP and weekly planning system across the MAT for PE * Bronze, Silver, Gold (dot, line, cross) to be used to evidence progress and attainment over time (all ability groups) * Children’s self-evaluations and peer evaluations to be captured * PE T, L,A to be captured/celebrated in children’s learning journeys termly * Develop MAT planning and curriculum toolkit to include all PE documentation that shows clear progression of skills from EYFS through to KS2. * PE to be monitored in line with other curriculum areas. | RF/OS /PDBW  RF/OS/PDBW  Cover for good practice visits across the MAT or outside as needed  £1000 |
| **PRIORITY 2**  100% of staff deliver at least good P.E lessons. (2.6 TLA) | * Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified. * Audit of support – RF/OS to create a CPD needs grid. |
| Ensure that the EYFS and KS1 National Curriculum requirements are met and that the academy curriculum enhances a broad and balanced curriculum. | * Audit and purchase resources to ensure that all appropriate resources enable the teaching of PE and sport to be taught effectively * Develop the facilities/resources available for KS1 pupils at playtime/lunchtime. |
| ***Competitive Sport***   * Arrange and lead ‘up levelled’ sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2018 * Participation in cross infant competition to be increased * Sporting calendar for 2018-2019 to be in place evidencing increasing participation. * Sports Awards assemblies to be integrated as routine. |
| **PRIORITY 3**  Consult with pupils and parents regularly and evidence how their views are listened to and inform strategic plans. (3.3 L&M) | * Questionnaires to be sent to parents to gauge views about importance of P.E and sport and healthy lifestyles. | RF/OS/PDBW lead  Management time  PDBW/ RF/OS  RF/OS /management time |
| * 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. |
| * Collate evidence/feedback from questionnaires and analyse to find areas of need and plan clubs accordingly. |
| ***Improving Lunchtimes/Playtimes (healthy choices/lifestyles)***   * 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 * Discussion around healthy lifestyles choices to be included as routine during lunchtimes and playtimes (including consequences of unhealthy) |
| * Lead sport clubs, healthy lifestyles clubs (Change4life, **active families**) to accommodate needs/interests of parents and pupils where possible (spring and summer) |
| **PRIORITY 3**  EMBED, skilled, permanent and sustainable leadership and management structures. (3.4 L&M) | * Monthly Supervision and coaching to take place between PDBW lead and RF/OS focusing on plan progression/impact. |
| * Collaborative management time across the MAT for PDBW and Sports lead half termly. |
| * PE lead judgements to be quality assured across the MAT. |
| **PRIORITY 4**  Staff use school safeguarding systems routinely. (4.1 PDBW) | * 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). | RF/OS /PDBW lead  RF/OS /PDBW lead  Office  RF/OS /Compliance Officer/PDBW lead  RF/OS /OFFICE/PDBW Lead  RF/OS  PDBW lead  CTs  PDBW lead/Staff Playground leader/LTS leads | * Case studies show * Early intervention * Rapid acceleration of intervention where necessary * No case drift * The child is valued and acknowledged by at least one member of staff (named effective child advocate) * Advice is acted upon in a timely way * Policies are implemented effectively |  |
| * Implement standard risk assessments to be agreed as a model across the MAT for Sports clubs and PE lessons and swimming lessons (Grove) |
| * Implement school specific sports/environment risk/equipment assessments to be developed in line with health and safety requirements/compliance, lessons to be adequately risk assessed. |
| * Club registers to be developed to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts. |
| * Play leaders to be continued to be coached to encourage active play. |
| * Monitor lunchtimes and encourage/support/coach Lunch time supervisors to be actively engaged in encouraging active play. |
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| **PRIORITY 4**  The school environment celebrates how special and unique our children are. (4.6 PDBW) | * School displays to be further developed: * Healthy eating/choices * Fitness – healthy lifestyles * PE (hall) * Competition participation and achievement board (photos, certificates, awards) | PDBW Lead/RF/OS  Northwood stadium/coach hire for sports day £1000 | * The child is celebrated within classroom and school environment * The environment supports quality learning and celebrates current children * There is a shared culture of high expectations and care for well-being of all children, staff and parents. Obstacles to the school vision are removed (Kotter’s eight steps) |
| * PE club session and lesson evaluations to include talent spotting * Talented register to be collated identifying sport of strength * Talented children to be sign posted to in school clubs (nurture/grow talent) * Parents to be notified of talent and sent links/information to sporting partners/facilities |
| **PRIORITY 5**  Outstanding provision to be developed by addressing all above actions in line with whole school priorities (5.1 TLA) | * Active outdoor learning is planned for in the Early Years which challenges children and allows them to take safe risks. Staff CPD Work with Christian Fox (Forest School) to incorporate developing physical skills in the outdoors. * Monitor provision/teaching for the impact of forest school training. * Capture children’s voice in relation to their views on the activities being offered outdoors and record their comments. * Children to be taught how to make healthy choices and why it is important. * Embed children’s independence for self-service fruit and water/milk, moving away from whole class time. * PHSE independence skills to be included in drop ins. | RF/OS /TLA/PDBW lead  COST £1300 towards improving environment for physical activity to take place.  Staff training for forest schools £1200  Additional staff training £1000 | * There is a highly stimulating environment in the early years, in which the exceptional organisation of the curriculum provides rich, varied and imaginative experiences. * The continuous provision, both indoors and outdoors consists of rich and varied opportunities to consolidate and enhance learning. * Teaching is consistently of a very high quality and inspirational which is highly responsive to children’s needs. * Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children’s achievement so that every child undertakes highly challenging activities. * Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. * Assessment is accurate and based on high quality observations. Baseline data captures an accurate picture of their starting point and parental views. * Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. |  |