



Sport Premium Funding Action Plan

2018 - 2019

Discovery Special Academy

Department for Education's vision for the Primary PE and Sport Premium

ALL pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following objective:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for a whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

In our action plan below we have specified which of the above key indicators each action/priority is related to. This helps the academy to focus our actions and ensure the funding is used as the Department for Education intended. 2018-2019 Sport Premium Funding allocated to our school is £16,300.00

Physical development

Key indicator 1,3 & 4

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability/next steps (for 2019/20 action plan)
<ul style="list-style-type: none"> • High quality physical education in EYFS and Key Stage 1 to ensure they reach their full potential. • High levels of pupil participation and engagement 	<ul style="list-style-type: none"> • Children offered opportunity to participate in variety of activities such as soft play sessions, sensory sessions, forest 	<p>£1000 (transport and cost of sessions)</p>	<ul style="list-style-type: none"> • Professional development for teachers and teaching assistants: Staff worked closely with Brambles nursery teacher on the development and use of outdoor learning/forest schools, this allowed all pupils to 	<ul style="list-style-type: none"> • Forest school to continue to be developed in the new accommodation with areas specifically designed to allow 'heavy' lifting/pushing linked to sensory integration work.

<ul style="list-style-type: none"> • Ensure hall times allocated so that all pupils receive appropriate quantities of PE. Use of Brambles and Pennyman as required. • Access for all pupils • Pupils will be given opportunities to explore their physical development through a range of different activities • Pupils will be encouraged to transfer skills to different curricular areas. • Focus on supporting teachers and TA's in growing their confidence to work with groups of learners within PE sessions, outdoor play and targeted individuals. • Purchase PE equipment and resources to support physical activity in school 	<p>school sessions or specialist riding sessions.</p> <ul style="list-style-type: none"> • Focus on supporting TA's in growing their confidence to work with groups of learners within PE sessions, outdoor play and targeted individuals. • Purchase PE equipment and resources to support physical activity in school. 	<p>£2000 (PE equipment)</p>	<p>access up to 30 minutes of daily physical activity.</p> <ul style="list-style-type: none"> • There has been increased participation opportunities for all pupils during break and lunchtimes through focused play and activities, therefore leading to increase in healthy lifestyle. This increase in physical activity has also had a positive impact on behaviour of pupils at break times and lunch times. This positive behaviour has also transferred into curriculum time. Participation in learning has been enhanced as well as interaction, communication confidence and self-esteem. 	<ul style="list-style-type: none"> • Employ sports coach/dance teacher to work alongside teaching staff to develop professional skills and knowledge and broaden the experience of a range of sport and activities. • Purchase further equipment to enhance PE provision within the new hall space and outdoor areas.
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Healthy, active lifestyles

Key indicator 1 & 3

Healthy behaviour in childhood and the teenage years set patterns for later life and, if acquired early, can have a dramatic impact on well-being. Nearly a quarter of all reception-aged children and one third of year 6 pupils are overweight or obese and it has been documented that inactivity causes nine per cent of premature mortality.

Identify the children who are least active or who are at risk of obesity and design targeted physical activity interventions specifically for them. The focus needs to be on enjoyment, so engage these pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young people-centred environment.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability/next steps (for 2019/20 action plan)
<ul style="list-style-type: none"> • Resurface outdoor area to provide a safe and appropriate outdoor all weather space • Provide opportunity for pupils to be active throughout lunchtime and playtimes • Training for TAs to deliver a variety of break and lunchtime activities • Develop areas of confidence and self-esteem to allow pupils to take risks within safe parameters. 	<ul style="list-style-type: none"> • Resurface outdoor area • Use outside spaces to further develop physical activities. • Purchase equipment such as parachutes, stepping stones, balls and balance bikes. • CPD for staff • Whole school events 	<p>£5300</p> <p>£2500 (equipment)</p> <p>£500 (training)</p>	<ul style="list-style-type: none"> • Increased confidence of young people through participation in a range of activities has had a positive impact on self-esteem and peer interaction. Pupils were able to access the outdoor play area in all weathers increasing the amount of physical activity they took part in. Pupils were also encouraged to risk take through forest schools and outdoor play. • Increased resources allowed the pupils to develop their fitness levels during taught sessions and playtimes – scooters, bikes. • Increase in skills associated with equipment – development of confidence, balance, stamina, gross motor skills – ability to ride throughout play session. 	<ul style="list-style-type: none"> • Develop EYFS outdoor area to allow a range of physical activity and therefore development in pupils. • Extend the range of opportunities for pupils to be active throughout lunchtime and playtimes using the expertise of newly appointed TA. • Provide opportunity for all to be involved in whole school sports events such as; Sports Day, Comic Relief, Olympic and Paralympic celebration events. • Ensure healthy snacks and portion sizes to promote healthy lifestyles introducing pupils to a wider range of foods. This is particularly important for pupils with high sensory needs who may have limited diets.

Therapies

Key indicator 1, 2 , 3, 4

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability/next steps (for 2019/20 action plan)
<ul style="list-style-type: none"> • Occupational therapy sessions with individual pupils • Training for all staff • Soft play and sensory room sessions for all students • Provide sensory integration programmes and movement programmes. 	<ul style="list-style-type: none"> • Purchase equipment such as peanut balls, yoga balls, scooter boards • CPD for staff • Access soft play/sensory on at least weekly basis • CPD for staff 	<p>£6500 (Treetops)</p> <p>£1824 (transport)</p>	<ul style="list-style-type: none"> • Increased confidence of young people. • Improvements in behaviour for learning. • Improvements in core strength, stability and balance. • Pupils are better equipped at regulating sensory and emotional needs. 	<ul style="list-style-type: none"> • Occupational therapy sessions with individual pupils to continue through commissioning of Treetops. After school club for parents and pupils in partnership to develop the use of Sensory Integration in the academy and at home. This will develop confidence in parents to implement therapies at home and will further support sensory and emotional regulation in pupils. • Pupils to continue to access soft play and sensory room sessions at Pennyman Primary Academy each week. • Fully implement movement programmes across classes using new hall space (delivered by level 2 TA intervention team).
<p>Total cost academic year 2018 – 2019: £19, 624</p>				