



# Sport Premium Funding Action Plan

2019 - 2020

**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. 2019-2020 Sport Premium Funding allocated to our school is £16,000.00

### Physical development

Key indicator 1,2,3, 4 & 5

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"><li>• Sports coach employed one morning a week to continue to develop high quality physical education to ensure all pupils are engaged in regular physical activity. This will raise the profile of PE and sport across the academy.</li><li>• Dance coach employed to offer movement sessions working alongside teaching staff.</li></ul>	<ul style="list-style-type: none"><li>• Staff to work with sports coach in PE sessions to extend teacher knowledge on appropriate activities and skills.</li></ul>	£2,660  £1,365	<ul style="list-style-type: none"><li>• Learning walks during PE sessions demonstrate that all pupils are engaged in regular and broad physical education activities.</li><li>• Teacher planning is focused on individual physical development through specific lessons, interventions and therapies.</li></ul>

<ul style="list-style-type: none"> <li>• New hall space will allow the academy to offer a broader experience of range of sports and activities to all pupils clearly outlined in planning.</li> <li>• TA employed with expertise and experience in sport and sport coaching to enhance the work of the sports coach and allow access to SEND sporting events and competitions in the area.</li> <li>• Using the expertise in the academy, increase teacher and TA knowledge of physical education and sport.</li> <li>• Purchase further equipment to enhance PE provision within the new hall space and outdoor areas.</li> <li>• Sign up to and begin the daily mile with classes/groups who are able to access this.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear timetable for hall space for both PE and movement therapies to allow a range of experiences and access for all pupils.</li> <li>• Expert TA to develop PE/sport within the academy working with the academic teacher leader – offer CPD to academy staff.</li> <li>• TA/academic leader to sign up to mile a day – begin this October.</li> </ul>	<p>£3,868</p> <p>£719.32</p>	<ul style="list-style-type: none"> <li>• Evidence for learning demonstrates that physical development is an integral part of the academy core curriculum and demonstrates a range of activities and experiences.</li> <li>• Expertise of sort coach and specialist TA allow teacher knowledge to be enhanced through shadowing opportunities, working alongside and CPD sessions.</li> <li>• Equipment purchased allows a range of activities to be taught both in lessons, through therapies and at playtimes/lunchtimes. Staff are confident in how to use this to develop physical activity.</li> <li>• Pupils’ ability to perform fundamental movement skills such as balancing, climbing, running, hopping, jumping and throwing are improved. This is measured through a simple skills development matrix.</li> <li>• Pupils make good progress in the areas of PSED due to increased confidence, willingness to take risks and independence.</li> </ul>
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## Healthy, active lifestyles

Key indicator 1, 3 & 4

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:
<ul style="list-style-type: none"> <li>• Develop EYFS outdoor area to allow a range of physical activity and therefore development in pupils.</li> <li>• 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.</li> <li>• Extend the range of opportunities for pupils to be active throughout lunchtime and playtimes using the expertise of newly appointed TA.</li> <li>• Provide opportunity for all to be involved in whole school sports events such as; Sports Day, Comic Relief, Olympic and Paralympic celebration events.</li> <li>• Ensure healthy snacks and portion sizes within this to promote healthy lifestyles introducing</li> </ul>	<ul style="list-style-type: none"> <li>• Resurface outdoor area and purchase new fixed equipment such as climbing frames, swings and tunnels.</li> <li>• Purchase equipment such as parachutes, stepping stones, balls and balance bikes.</li> <li>• CPD for staff using the expertise of sports coach and TA.</li> <li>• Whole school events to be planned into the academic calendar.</li> <li>• Reminder on portion sizes and appropriate snacks. SLT to monitor.</li> <li>• TA/academic leader to arrange PE based open afternoon. Invite local SEND coaches/fliers etc. Have healthy snack available.</li> </ul>	<p>£8,000</p> <p>£3,900</p> <p>£1,604.30</p>	<ul style="list-style-type: none"> <li>• Outdoor area is in place and offers pupils a range of opportunities for physical development across the academy day. This links with sensory integration therapies.</li> <li>• Events are planned into the academic diary and galleries added to the website – Celebrating Discovery.]</li> <li>• Snack are appropriate for pupils and promote a healthy lifestyle.</li> <li>• Parental engagement in the importance of being active and healthy lifestyles through open afternoon.</li> </ul>

<p>pupils to a wider range of foods. This is particularly important for pupils with high sensory needs who may have limited diets.</p> <ul style="list-style-type: none"> <li>• Open afternoon for parents to take part in the mile a day and a carousel of physical activities (summer term)</li> </ul>			
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<b>Therapies</b>			
Key indicator 1, 2 , 3 & 4			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils to continue to access soft play and sensory room sessions at Pennyman Primary Academy each week.</li> <li>• Fully implement movement programmes across classes using new hall space (delivered by level 2 TA intervention team).</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase equipment such as peanut balls, yoga balls, scooter boards.</li> <li>• CPD for staff</li> <li>• Access soft play/sensory on at least weekly basis.</li> <li>• CPD for staff delivered by appropriate teaching and agency staff.</li> <li>• HLTA and level 2 team to timetable and implement movement programme (Madeline Portwood).</li> </ul>	<p>£5000 (Treetops)</p> <p>£2,500 (Transport)</p>	<ul style="list-style-type: none"> <li>• Increased confidence of young people.</li> <li>• Improvements in behaviour for learning.</li> <li>• Improvements in core strength, stability and balance.</li> <li>• Support pupils in regulating sensory needs impacting on emotional regulation.</li> <li>• Movement skills develop coordination, balance, agility, control and prepare pupils for learning for the day ahead.</li> </ul>
<b>Total cost academic year 2019 – 2020 £23,916.62</b>			