



Sport Premium Funding Evaluation

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

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 2020/2021 action plan)
• Sports coach employed one morning a week to continue to develop high quality physical education to ensure	• Staff to work with sports coach in PE sessions to extend	£2,660	• Learning walks during PE sessions demonstrate that all pupils are engaged in	• Individual physical development to be further embedded and visible

<p>all pupils are engaged in regular physical activity. This will raise the profile of PE and sport across the academy.</p> <ul style="list-style-type: none"> • Dance coach employed to offer movement sessions working alongside teaching staff (unable to attend). • 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. • 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. • Using the expertise in the academy, increase teacher and TA knowledge of physical education and sport. • Purchase further equipment to enhance PE provision within the new hall space and outdoor areas. • Sign up to and begin the daily mile with classes/groups who are able to access this (delayed due to COVID 19) 	<p>teacher knowledge on appropriate activities and skills.</p> <ul style="list-style-type: none"> • Clear timetable for hall space for both PE and movement therapies to allow a range of experiences and access for all pupils. • Expert TA to develop PE/sport within the academy working with the academic teacher leader – offer CPD to academy staff. • TA/academic leader to sign up to mile a day – begin this October. 	<p>£1,365</p> <p>£3,868</p> <p>£719.32</p>	<p>regular and broad physical education activities.</p> <ul style="list-style-type: none"> • Teacher planning is focused on individual physical development through specific lessons, interventions and therapies. • Evidence for learning demonstrates that physical development is an integral part of the academy core curriculum and demonstrates a range of activities and experiences. • Expertise of sort coach and specialist TA allow teacher knowledge to be enhanced through shadowing opportunities, working alongside and CPD sessions. • Equipment purchased allows a range of activities to be taught both in lessons, through therapies and at playtimes/lunchtimes. • Pupils' ability to perform fundamental movement skills such as balancing, climbing, running, hopping, jumping and throwing are improved. • Pupils make good progress in the areas of PSED due to increased confidence, willingness to take risks and independence. • Pupils attended an increased number of inclusive sports events and Boccia competition 	<p>through the development of TLR role and curriculum development</p> <ul style="list-style-type: none"> • Develop staff confidence in how to use equipment on the playground to develop physical activity (inc. LTS) • Develop a skills matrix to measure progress in ability to perform fundamental movement skills • Introduce daily mile for all pupils • Continue to attend events and competitions (when restrictions are lifted) • Lease minibus to allow increased access to events and competitions through the academy day and out of academy hours
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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.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability/next steps (for 2020/2021 action plan)
<ul style="list-style-type: none"> • Develop EYFS outdoor area to allow a range of physical activity and therefore development in pupils. • 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. • 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 within this to promote healthy lifestyles introducing pupils to a wider 	<ul style="list-style-type: none"> • Resurface outdoor area and purchase new fixed equipment such as climbing frames, swings and tunnels. • Purchase equipment such as parachutes, stepping stones, balls and balance bikes. • CPD for staff using the expertise of sports coach and TA. • Whole school events to be planned into the academic calendar. • Reminder on portion sizes and appropriate snacks. SLT to monitor. • TA/academic leader to arrange PE based open afternoon. Invite local SEND 	<p>£8,000</p> <p>£3,900</p> <p>£1,604.30</p>	<ul style="list-style-type: none"> • 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. • Forest school allowed pupils to be engaged in outdoor learning promoting physical health and wellbeing (sessions ended due to COVID 19) • Pupils are active at playtimes and lunchtimes using the equipment provided, high levels of staff engagement with this seen through monitoring 	<ul style="list-style-type: none"> • Outdoor area is in place, ensure continuous provision focused on development of physical activity and health • Continue to incorporate Forest school activity into the academy curriculum more regularly than once a week. Further promote the link to sensory integration through heavy lifting and pushing. • Focus activities at lunchtimes to support pupils with SEMH needs • Continue to increase opportunities to be involved in sports events, minibus will support this • Healthy lifestyles and attitudes towards food to be at the forefront of the

<p>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"> • Open afternoon for parents to take part in the mile a day and a carousel of physical activities (summer term – not able to complete due to COVID-19. Roll to 2020/2021 once restrictions are lifted) 	<p>coaches/fliers etc. Have healthy snack available.</p>		<ul style="list-style-type: none"> • Events are planned into the academic diary and galleries added to the website – Celebrating Discovery. • Pupils were introduced to a wide range of foods and encouraged to try these. Some pupils increased the range of foods they eat. 	<p>academy taking into account DfE Physical Health and Mental Wellbeing guidance (July 2020). This is reflected in policies, handbooks and the curriculum.</p> <ul style="list-style-type: none"> • Open afternoon for parents to take part in the mile a day and a carousel of physical activities
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Therapies

Key indicator 1, 2 , 3 & 4

Therapies are a key aspect of the academy offer and form part of the approach to developing and promoting healthy and active lifestyles. Therapies allow pupils to engage in activities that promote physical health and mental wellbeing and support them to understand the importance of this in preparation for adulthood as well as allowing them the tools with which to regulate and communicate their emotions.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability/next steps (for 2020/2021 action plan)
<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 	<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. 	<p>£5000 (Treetops)</p>	<ul style="list-style-type: none"> • Increased confidence of young people seen through monitoring. • Improvements in behaviour for learning seen through a reduction of behaviour incidents and progress of pupils (see SEF). 	<ul style="list-style-type: none"> • New 'sensory shed' installed to enable continued access to sensory integration therapy while in temporary accommodation • After school club for parents had to be stopped due to COVID 19. As soon as restrictions on visitors are lifted, the club will continue

<p>implement therapies at home and will further support sensory and emotional regulation in pupils.</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • CPD for staff delivered by appropriate teaching and agency staff. • HLTA and level 2 team to timetable and implement movement programme (Madeline Portwood). 	<p>£2,500 (Transport)</p>	<ul style="list-style-type: none"> • Improvements in core strength, stability and balance. • Pupils more able to regulate sensory needs impacting on emotional regulation seen in a reduction in behaviour incidents. • Movement skills develop coordination, balance, agility, control and prepare pupils for learning for the day ahead. 	<p>led by HLTA, lead TA for parental engagement and level 3 support team</p> <ul style="list-style-type: none"> • Minibus lease in place to support continued access to sensory and soft play (once restrictions are lifted) • Movement skills to be incorporated into the sensory shed until hall can be used to develop this further
<p>Total cost academic year 2019 – 2020 £23,916.62</p>				