**HAMILTON ACADEMY, SPORT PREMIUM, 2017-2018**

**Sport Premium Action Plan**

Plan Lead: Amy Bromley

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

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| **SEPTEMBER 2016** | **OCTOBER 2016** | **NOVEMBER 2016** | **DECEMBER 2016** |
| SIP 1.2.5 Actively target vulnerable groups to access after school clubs  SIP 3.1.1 Questionnaires sent to parents and completed with pupils to gather views  SIP 3.1.6 Lead sports clubs/Delegate staff to run | SIP 1.1.3 Baseline for children’s fitness and skills and analyse data  SIP 3.1.3 Collate evidence from questionnaires and feedback | SIP 1.4.1, SIP 1.4.2, SIP 1.4.3, SIP 1.4.4  -Look at MTP grids and weekly planning grids from FS1-KS2 to see what is already in place.  -Obtain feedback from HIS staff, DW & JBP about their views on the current planning pro- formas (strengths/weaknesses) | SIP 1.4.1, SIP 1.4.2, SIP 1.4.3, SIP 1.4.4  - Research other PE planning pro-formas  -Gather a range of different ideas and examples of planning  Take ideas and research back to DW and JBP for scrutiny and feedback  SIP 2.3.3 Monitor PE MTP |
| **JANUARY 2017** | **FEBRUARY 2017** | **MARCH 2017** | **APRIL 2017** |
| SIP 1.4.1, SIP 1.4.2, SIP 1.4.3, SIP 1.4.4  Acting on feedback devise new planning pro-forma to be used across the MAT from FS1 – KS2.  Children’s self- evaluations and peer evaluations to be captured.  JW to share new planning pro-forma with AB as PDBW lead.  SIP 1.2.5 Actively target vulnerable groups to access after school clubs  SIP 2.1.2 Audit skills and need and develop a CPD needs grid  SIP 2.8.5 Sporting calendar events to be arranged in place  SIP 3.1.6 Lead sports clubs/Delegate staff to run | SIP 1.4.1, SIP 1.4.2, SIP 1.4.3, SIP 1.4.4- AB to share new planning pro-forma with SLT and obtain feedback/scrutiny  AB to share feedback/scrutiny with JW and JW to make any amendments.  AB to share with ELT  SIP 2.8.1 Audit resources | SIP 1.4.1, SIP 1.4.2, SIP 1.4.3, SIP 1.4.4  -PDM needed to share new planning pro-forma with staff.  SIP 2.3.3 Monitor PE MTP  SIP 2.8.3 Organise Sports Day | SIP 1.2.5 Actively target vulnerable groups to access after school clubs  SIP 3.1.6 Lead sports clubs/Delegate staff to run |
| **MAY 2017** | **JUNE 2017** | **JULY 2017** |  |
|  | SIP 2.3.3 Monitor PE MTP | SIP 1.2.4 Analyse PE data and measure progress from baseline |  |

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| **Plan BUDGET £16,000**  **TA wage clubs, equipment, leadership time, Northwood stadium sports day, DCPRO data** | | | | |
| **Academic Year 2017-2018** | | | | |
|  | ACTIONS | STAFF LEAD & ESTIMATED COST | SUCCESS CRITERIA | EVIDENCE |
| PRIORITY 1  1.100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national. | * Collaborate to create a MAT baseline assessment tool/strategy to test pupil’s fitness to support planning for progression from each child’s individual starting point (AFL) **MAT LEAD DW** | JW/PDBW  Management time of JW £3,565 per annum | 100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion)  There is a consistent approach to long, medium and short term planning that is understood and implemented by teachers  Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children (and impact positively on outcomes (as appropriate)  Pupils have weekly opportunities to discuss, debate and articulate healthy relationships and lifestyles (age-appropriate) (Outcomes 1.3)  Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, challenges)  All leaders lead by example at all times to manage their team effectively, building an elite team where colleagues are honest, trusting; and work collaboratively across the MAT for the benefit of pupils  All teaching and learning staff have accessed CPD and value for money impact is evident in outcomes (priority 1) (TLA, PDBW, Inclusion plans)  The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes (All plans)  Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)  Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans)  All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams  All leaders achieve the success criteria set out in their plan  Sports Premium plan - A Bromley | Data analysis  Videos of pupils / evidence base on 2Build a Profile for EYFS pupils  Vulnerable group tracking  Club/PE registers  Hard to Read monitoring/  Registers  Assessment observations  Drop in observations  Pupil interviews  Planning scrutiny  Drop in records  CPD logs/records  CPD needs grid  Progress data and analysis  Scheme of work scrutiny  Pupil videos  MTP scrutiny.  Questionnaire analysis  Sport club plan/overview  Supervision notes  Sport lead meeting notes  Sport premium action plan progresses/  objectives being met  Risk assessments for clubs  Pupil alerts  Drop in evidence  Evaluated planning  Lunch time drop in evidence  Pupil interviews  Displays  Display monitoring & feedback  Drop ins  Data  Planning  Child voice  2BAP |
| * Collaborate to create 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) **MAT LEAD DW** |
| * 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  2.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. (DATA, MOBILITY) | * Develop an assessment system with DC Pro for the MAT so that vulnerable groups can be easily tracked. | JW/  TLA lead/  DCPro  Cost of DCPro/JW /PDBW lead  £2093 TA Cost for Clubs  funding/cost?  HSLW |
| * All schools use the same agreed assessments tools |
| * Develop MAT Assessment Toolkit to include all PE assessment documentation **MAT LEAD DW** |
| * 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 –TLA  Links to priority 1 outcomes  3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION) | * Opportunities for children to talk about the effect of exercise on their bodies to be included/evident on Medium Term and Weekly planning.. | PDBW/JW/CTs |
| * 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. | JW/PDBW lead |
| * Evidence gathered on IPADs to show skills as well as showcase/celebrate children’s achievements and discussions/comments about P.E. | JW/CT’s/TSA’s |
| PRIORITY 1  4.REVIEW assessment AND PLANNING systems to ensure consistency (FIX IT) | * Develop a consistent MTP and weekly planning system across the MAT for PE * Bronze, Silver, Gold (dot, line, cross) to be developed 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   **MAT LEAD JW** | JW/PDBW |
| PRIORITY 2  1.100% of staff deliver at least good P.E lessons. | * Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified. * Audit of support - JW to create a CPD needs grid. | JW/PDBW  Cover for good practice visits across the MAT or outside as needed  £1000 |
| PRIORITY 2  Links to priority 1 – Outcomes  Review assessment and planning systems to ensure consistency. | * Develop MAT planning and curriculum toolkits to include all PE documentation that shows clear progression of skills from EYFS through to KS2.   **MAT LEAD DW**   * PE to be monitored in line with other curriculum areas. | DW/JW/JBP/PDBW Leads  £1000 budget  JW/PDBW Lead  £500 country grounds quote  Northwood stadium /coach/ice pops  £450 |
| **PRIORITY 2 - TLA**  8.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 of resources to ensure that all appropriate resources enable the teaching of PE and sport to be taught effectively * Permeant football/netball pitch markings on KS1 playground |
| ***Competitive Sport***   * Arrange and lead ‘up levelled’ sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2017 * Participation in cross infant competition to be increased * Sporting calendar for 2017-2018 to be in place evidencing increasing participation. * Bronze Sports Mark Award actions to be planned into plan timeline * Sports Awards assemblies to be integrated as routine. |
| PRIORITY 3  1.Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness. | * Questionnaires to be sent to parents to gauge views about importance of P.E and sport and healthy lifestyles. | JW/PDBW lead  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  2.EMBED, skilled, permanent and sustainable leadership and management structures. | * Monthly Supervision and coaching to take place between PDBW lead and JW focusing on plan progression/impact.. | PDBW/JW  JW/management time |
| * Collaborative management time across the MAT for PDBW and Sports lead half termly. |
| * PE lead judgements to be quality assured across the MAT. |
| PRIORITY 3  3.ENSURE Safeguarding is a priority and continues to be highly effective with a culture of vigilance where pupils’ welfare is actively promoted and pupils are listened to and feel safe. | * 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). | JW/PDBW lead  JBP/PDBW lead  Office/JW  JW/Compliance Officer/PDBW lead  JW/OFFICE/PDBW Lead  JW  PDBW lead  CTs  PDBW lead/Staff Playground leader/LTS leads  PDBW lead  JW/PDBW Lead |
| * Standard risk assessments to be agreed as a model across the MAT for Sports clubs and PE lessons and swimming lessons(Grove)   **JBP MAT LEAD** |
| * 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 3 – L & M**  6. Ensure that there is a robust academy evidence base to justify leadership judgments | * Hamilton specific SLT to dedicate ½ day weekly to setting up and gathering evidence for school evidence files (as allocated responsibilities in files). All evidence stored to be fully understood and quality assured (seek coaching as appropriate) | PDBW/TLA/AP | All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams  Governance is judged as at least good and effective  All leaders achieve the success criteria set out in their plans  Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)  Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors |
| **Priority 4 PDBW 1** | Cross ref to L &M 3.4 above and PDBW plan. |  |  |
| **Priority 4 PDBW 2** | Cross ref to 1.4 TLA and PDBW 4.5 |  |  |
| **PRIORITY 4 - PDBW**  6. The school environment celebrates how special and unique our children are | * School displays to be further developed: * Healthy eating/choices * Fitness – healthy lifestyles * PE (hall) * Competition participation and achievement board (photos, certificates, awards) | PDBW Lead/JW | The child is celebrated within classroom and school environment  The environment supports quality learning and celebrates current children |
| * PE club session and lesson evalutions 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 - EYFS**  1.Outstanding provision to be developed by addressing all above actions in line with whole school priorities | * 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. * Audit and replace new bikes/cars and scooters for 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. * Further develop 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. | JW/TLA/PDBW lead  COST £2000 towards improving environment for physical activity to take place.  £1000 | 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 |
| PRIORITY 5  2.Ensure assessment systems accurately capture children’s very low starting points and include parental views | As Above in priority 2 | MAT LEAD/JW/PDBW lead |
| PRIORITY 5  3.Ensure all assessment is accurate and all staff are confident in making judgements | As Above in priority 2 | MAT LEAD/JW/PDBW lead |