

Winchelsea Sports Premium Funding Action Plan				
ACADEMIC YEAR: 2018 - 2019		TOTAL FUNDING ALLOCATED: £16,462	DATE UPDATED: April 2019	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			Percentage of Total Allocation	
			30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Wake and Shake program 5 times a week. Three sessions led by the PE team and 2 in class. Incorporating yoga/ hit and aerobics. Intended Impact: improve ability to concentrate as well as improved well-being and student activity levels to promote increased fitness.</p> <p>2. Interventions: set-up to run twice a week to support our least able and most able. Intended Impact: most able improve skill level to successfully compete in interschool competitions. Least able to develop balance, gross/ fine motor skills to improve posture and manage daily life more effectively.</p> <p>3. Students are able to access PE clubs every day, this is supported during the year by AFC Bournemouth. Intended Impact: links to local clubs, opportunities to work with different people. Motivation and interest.</p>	<p>1. Staff resources to support in class morning work out. PE staff development to successfully take interventions. Work with yoga specialist to develop ideas.</p> <p>2. PE team to work with staff to decide which students should receive interventions because they are the most talented or the least able.</p> <p>3. Development of staff skills to run clubs and set-up links with AFC Bournemouth Disability to support a lunchtime club.</p>	<p>1. Staffing the Wake and Shake using PE staff. Yoga support - £ 100.</p> <p>2. Allocation of staff time to provide an intervention.</p> <p>3. Staffing for PE clubs at lunchtime. Pay for AFC Bournemouth to run a 6 week football programme during lunchtimes.</p>	<p>1. Survey students about their Wake and Shake Experience - use the Sports Council to review this process. Evidence number of students involved. Survey students each half term to look at impact on their enjoyment. Survey staff on the impact of wake and shake on the day.</p> <p>2. Review Interventions - survey with staff/ students</p> <p>3. Number of students involved in clubs. Attendance at AFC Bournemouth lunchtime Football Club.</p>	<p>1. Wake and Shake: Following some sessions led by a Yoga teacher - PE team to under-go training to develop their skills in facilitating yoga.</p> <p>Next Steps: PE team to work with an OT to develop the physical/ sensory provision for our students, developing their fine and gross motor skill development and physical interaction with our lower ability students.</p> <p>2. Interventions: PE staff to run following support. Next Steps: Develop a range of activities to support pupil need.</p> <p>3. Close links with AFC Bournemouth and staff development. Next steps: Possible development of competition with AFC Bournemouth support.</p>
Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Percentage of Total Allocation	
			30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1.Active learning: Through active learning students can be given greater challenge and varied opportunities to develop their learning, in particular looking at the development of 'active numeracy and literacy'. Intended Impact: Deeper knowledge and understanding of Maths and English Skills and more focussed on their learning.</p> <p>2. Development of the Forest School Programme in the semi-formal and Primary classes to enable these students to have regular access to outdoor learning. Intended Impact: support pupil's sensory learning and develop their understanding of and interaction with the outdoors. Pupils are more able to access their learning through engagement with the outdoors.</p>	<p>1. Work with the Head of Maths and English to establish active learning in these subject areas. Link this learning plan with the 'Learning outside the classroom' curriculum plan. A curriculum plan is developed to encourage all classes to have the opportunity to actively learn each day and in some cases learn outside the classroom.</p> <p>2. Curriculum time for lower school classes and semi formal classes to access Forest Schools. Teachers to attend these sessions to enable them to develop their knowledge and skills of how Forest Schools work. PE teacher also to attend to experience this provision.</p>	<p>1. Up-skilling teachers. Time with teachers to plan quality active learning lessons. Training for teachers to teach active Maths/ English. Training and opportunities to plan sessions Learning outside the Classroom.</p> <p>2. Staff teachers curriculum time to attend Forest Schools for 12 weeks to support their development and knowledge of Forest Schools.</p>	<p>1. Lesson planning - tracking progress. Students level of engagement to be monitored and evidenced through lesson progress. Photographs.</p> <p>2. Staff work with Forest School lead to understand how to evidence impact and record effectively information of student participation in Forest School Activities.</p>	<p>1. <i>Active Learning:</i> Training teachers to lead their own active English/ Maths lessons. Next steps: Training opportunities to teach Active English/ Maths with HoM/ HoE.</p> <p>2. <i>Forest Schools:</i> Teacher qualified to deliver, 9 teachers have experienced Forest Schools to support their understanding and development of the provision. Next Steps: Review provision this year - teacher feedback on impact and further training required to run their own sessions.</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of Total Allocation	
			30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Up-skill the 'wider' PE team to work with OT to develop skills in supporting students sensory and physical needs. Intended Impact: Improve pupils balance, proprioception and sensory needs to develop their ability to access learning.</p> <p>2. PE team to lead training to other teachers on regular meaningful movement/ activity breaks. Intended Impact: to develop their confidence and ideas, to impact on greater learning in the class. To make sure active learning takes place.</p> <p>3. Look into basic courses that a TA could do to up-skill in OT practices to support students sensory/ physical needs. Intended Impact: enables more pupils to access this provision.</p> <p>4. Training PE teacher to effectively deliver the Duke of Edinburgh's Award. Intended Impact: Pupils can gain a bronze or silver qualification.</p>	<p>1. Training time with OT and PE staff to up-skill.</p> <p>2. PE to lead training sessions with teachers on movement break ideas - link with HoE/ HoM for curriculum ideas.</p> <p>3. HP/AD to look into training opportunities.</p> <p>4. Working with the DoE Operating Authority to upskill PE teacher to deliver the programme. Also working with outside providers to gain the support required to lead the Expedition setion of the DoE. Set a programme with dates to achieve each section of the award.</p>	<p>1. Employment of OT per hour - £80 x 2. Time for Cover - £50.</p> <p>2. Meeting time required.</p> <p>3. HP/AD to research costings.</p> <p>4. Set-up costs and courses £2500, this includes the license fee, external staff costs, staff training and equipment required for expedition.</p>	<p>1. Evidence through planning and teacher assessment. Impact: students are able to access PE and are developing core skills in balance, proprioception and fulfilling sensory needs where required, again evidenced in assessment</p> <p>2. Evidence in planning and observations. Impact: Record if pupils are more focused in lessons.</p> <p>3. Monitoring/ observation/ assessment of progress through testing and feedback from students and staff. Impact: Improve pupils physical movement skills and ability to access learning.</p> <p>4. Staff achieve qualifications are confident in delivering the Duke of Edinburgh's Award. Impact: Students achieve the Bronze Award - summer 2019.</p>	<p>1. Staff are up-skilled to use OT methods to improve the physical skills of students. Next Steps: Develop programmes for students to work through.</p> <p>2. Teachers are accessing appropriate activity breaks at appropriate times to facilitate optimal student learning. Next Steps: Developed in the planning to be a regular part of the school day.</p> <p>3. OT support staff uses the training to offer in-class support and advice to further develop appropriate movement skills for the students. Next Steps: Look into appropriate programmes.</p> <p>4. Staff development through partaking in the award. Next Steps: Further training to develop competencies, increase the number of staff trained in this area.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of Total Allocation	
			20%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Introduction of the Duke of Edinburgh's Award to Year 10 and 11 students. Intended Impact: Students achieve Bronze Award.</p> <p>2. Development of accreditation subjects in the curriculum to give students a more physical experience. Intended Impact: Pupils achieve qualifications at the appropriate level.</p> <p>3. Expand upon last years success with National Sports Week to develop sporting opportunities and include a focus on mental health and well-being. Intended Impact: Develop pupil motivation for active lives and the positive impact this can have on your well-being.</p> <p>4. Develop swimming opportunities for students not able to meet the minimum requirements for swimming at Yr 6. Intended Impact: Life skill to improve confidence and safety around water.</p> <p>5. Offer yoga to students with poor co-ordination and physical tone and pupils identified as struggling with well-being. Intended Impact: Develop physical skills and improve well-being and confidence.</p>	<p>1. Member of staff to attend Duke of Edinburgh's Award training. Work with external agency to introduce the Award and develop skills for expedition.</p> <p>2. Research and introduce Edexcel Entry Level Awards to Year 10 to enable students to have a more practical experience for their accreditation.</p> <p>3. Research a variety of sporting opportunities that are fun and challenging. Work with member of the school mental health and well-being team to develop appropriate activities for pupils to experience during sports week.</p> <p>4. Assess which students would benefit from further swimming opportunities beyond the 14 weeks already allocated to swimming. Re-organise the timetable to change student allocation during the summer term.</p> <p>5. Contact yoga teacher and arrange for sessions for each of these groups of pupils.</p>	<p>1. Pay for DoE training - staff cover £100.</p> <p>2. Accreditation costs covered through examination budget. £500.</p> <p>3. Sports Week fund - £1000.</p> <p>4. Funding allocated to swimming each week to be diverted to specific students. Staff time, leisure centre costs - £500</p> <p>5. Yoga teacher @ £45 a session x 6 - £ 270</p>	<p>1. Students complete DoE Bronze Award, taking part in volunteering, skills and physical activity.</p> <p>2. Student achieve an exam qualification at the end of the course.</p> <p>3. Survey of student/staff views on Sports Week.</p> <p>4. Assessment of student progress before and after 6 week block of swimming. Survey students on confidence.</p> <p>5. Assessment of student progress through participation in Yoga. Student survey.</p>	<p>1. Staff trained to lead courses, staff trained to run eDoE supporting student logs. Staff work with experts to up-skill on expedition work. Next Steps: Staff continue to develop skills through working with external providers.</p> <p>2. Staff training and implementation of the programme. Next steps: Review provision and decide if appropriate for future cohorts.</p> <p>3. Staff lead a variety of activities and gain experience in running events and competitions. PE and well-being team work together to decide activity programme to link sport with mental health and well-being. Next Steps: Review sports week, decide focus for the following year.</p> <p>4. Staff work with the swimming coach to develop swimming skills. Staff help swim teacher to plan next steps.</p> <p>5. Next Steps: Review yoga provision for future purposes.</p>
Key indicator 5: Increased participation in competitive sport			Percentage of Total Allocation	
			20%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Develop opportunities for students to experience L1 and L2 School games competitions. Intended Impact: Improve confidence and social skills.</p> <p>2. Inclusion League - this will enable many students to participate in competitive sporting activities against other schools. Intended Impact: Build good links with other schools, develop friendly competition and pupils ability to deal with success and failure.</p> <p>3. Develop competitive opportunities with other special schools. Intended Impact: As above.</p> <p>4. Sports Week: Intra-school competitions. Intended Impact: Promotes sport across the school.</p>	<p>1. Attend competitions set-up by the School Games organiser.</p> <p>2. HParry to set-up and run the Inclusion League fixtures on a regular basis.</p> <p>3. AD to attend Special Schools PE Meeting to network with other local Schools and organise comitions.</p> <p>4. Sports Week - organise in school competition across the school.</p>	<p>1 and 2. Attendance at Events: £500 (petrol, staff cover.)</p> <p>PE 3. Networking Group: st of cover</p> <p>4. Sports Week: £100 - for Intra school competition/ medals.</p>	<p>1 - 4 . Results collated of competitions. Evidence of students that have attended the competitions - registers kept/ photographs taken. Student surveys: impact on attendance at competitions.</p>	<p>Staff attend trips and network to create good links with others schools and the SGO organisation. Next Steps: Develop inter school competition on a regular basis.</p>