

Sports Funding Allocation at Parkside GGI Academy 2017-2018

Sports Funding 2017-18 – Review of Spend

At Parkside GGI Academy we understand that through Sport and PE, pupils develop invaluable qualities such as discipline, teamwork, communication, endurance and ambition. These qualities enhance children's learning both in and out of the classroom.

At Parkside GGI Academy our vision for Sport and PE includes:

- 🌳 **A commitment to equipping every child with the necessary skills and confidence to lead a healthy lifestyle**
 - 🌳 **Providing children with a high quantity and quality of sports through lessons and after-school clubs**
 - 🌳 **Opportunities for inter school competition in football, basketball, multiskills and gymnastics sports**
 - 🌳 **Opportunities for intra school sporting competitions through Sports Days and other events**
 - 🌳 **Greater exposure to a wide range of sporting activities that children might not otherwise experience**
 - 🌳 **Raising the numbers of children participating in sporting activities**
- 🌳 **Ensuring that every child has an equal opportunity to take part in PE and sport in a manner to suit their ability**

Our school provides a minimum of 2 hours of PE every week, as well as a variety of lunchtime and after school clubs which increases pupil participation in sporting activities.

We have now fully updated our facilities in school, which include an extensive playground, an adventure playground and sports field; and a newly installed Multi Use Games Area.

At Parkside GGI Academy we have employed a PE Specialist, who runs sessions during the school day and facilitate some after school clubs. He also assists with special sporting events such as Sports Days and sport festivals. These sports coaches are also involved in the CPD development of our staff, which will ensure long lasting impact upon the quality of P.E. within the school.

As staff, we work together to give the children a secure set of sporting skills. Annual Parent Surveys, and surveys of children through the School Council, have shown an increase in satisfaction for the provision of P.E. and Sport at Parkside. Within P.E. provision we are also promoting healthy lifestyle choices and the Special Skills values of confidence, team work, resilience, and attitude. The input of our Special Skills program throughout the school has the children actively engaged with the values this scheme promotes. Through cross curricular lessons and the use of KidSafe we are also developing a greater awareness of obesity, smoking, drugs and other harmful activities, which can have a detrimental effect upon health and wellbeing.

The breadth of subjects covered in our after school clubs is far ranging and includes: Football, Karate, Mini-bootcamp, Karate, Games, Multiskills, Gardening, Dance, Gymnastics and Glee Club. The strength of after school club participation throughout the school is evident

with every child in each year group taking part in at least one after school sporting activity. Some clubs are so popular that they rotate pupils half termly. (132/132 100% participation)

Our Breakfast Club offers a social and healthy start to the day, where from 8am every morning children can enjoy healthy choice and some physical activities. We have had an increase of attendance this year of 50% from the previous year. (5,000 breakfast served)

Every child also has the opportunity to attend weekly swimming lessons with well-trained swimming staff. Our School Council also help to organise a number of initiatives, which increase pupil participation in physical activity. For example, 'Walk on Wednesdays' where children were awarded with special badges for regularly walking to school.

Our Afterschool Club (20 pupils) encourages physical activity daily and all children participate.

In summary, the Sports Funding Allocation has allowed us to engage all pupils in regular physical activity and educate them about healthy lifestyles. Employing a specialist coach has allowed us to raise the profile of sport within the school, provide a wider range of activities, and train staff as part of their CPD.

Academic Year: 2017/18		Total fund allocated: £16,770		
Key indicator 1: The engagement of <u>all</u> 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: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Maintain High numbers of various afterschool sporting clubs	Identify sporting competitions on the school calendar. Approach staff to audit interest in delivering an afterschool club. Contact coaches in the area for different sports/activities-Karate, Dance, Yoga. Ensure that resources are well catered for. Timetable school's sports HLTA, coaches and teachers to provide for after-school provision.	£1000	Club registers Budget spends Links with Dance, Karate and yoga coaches maintained. HLTA Timetable No of children attending a sporting extra-curricular activity: Autumn term 80% Spring term 82% Summer term 85%. No. of extracurricular sporting clubs available each week Autumn term: 7 Spring Term: 7 Summer Term: 7 New Link established with Dance coach during Autumn- this increased the no of active children. New link established with Golf coach for Autumn 2018.	Re-focus the clubs in Spring & Summer terms to suit the wider sporting agenda. Maintain Links/use of external coaching. Contact Yo-Kids coach to deliver in summer term. Re-timetable the HLTA to deliver sporting clubs in spring term with consideration for hall use only (temperature/light dependent) and summer term. Target remaining 29 non-active pupils to attend sporting clubs in Spring term- uptake of 16 in spring term. Continue to audit and purchase resources throughout the year. School sports council to provide insight into desired

<p>Develop PE and playtime resources.</p>	<p>Audit current resources Purchase new equipment</p> <p>Timetable hard resources E.g climbing frame/tyres etc.</p>	<p>£13000</p>	<p>PE resources audited and renewed.</p> <p>New football goals to use in the playground.</p> <p>PE resources replenished.</p> <p>Hard resources timetabled fairly.</p> <p>Timetables in classrooms.</p>	<p>resources.</p> <p>Timetable to be established to ensure equal coverage.</p>
<p>Provide a wide range of after school clubs</p>	<p>HLTA to provide variety of after school clubs open to all abilities, genders and age ranges</p>		<p>69% of girls attending clubs regularly.</p> <p>52% of girls attend gymnastics Girls also attended: yoga, dance, karate, football, cricket, basketball, multiskills, mini-bootcamp.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Pupils are more active in PE lessons - take part without stopping to rest. • Standards achieved in PE NC are improving with over 95% achieving end of KS attainment target. • Attitudes to learning improved - better concentration in 	<p>HLTA to be timetabled throughout the year to maintain clubs.</p>

			<ul style="list-style-type: none"> lessons. Outstanding KS1 SAT results and phonic results maintained. 	
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: 0.23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Work of the Month assembly each month to include and celebrate whole school sport achievements.</p> <p>School social media to be used as a tool to raise the profile of and celebrate school sport.</p> <p>School sports display board to promote and celebrate wider school sporting achievements.</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.). Budget for engraving of trophies.</p> <p>Forward sport reports and photographs to post on social media.</p> <p>Sports HLTA to be allocated time to update the display board.</p>	<p>£40</p>	<p>All sporting teams to be recognised in assembly. Teams recognised in assemblies.</p> <p>Profile raised to a wider audience and digital presence resulted in more active engagement from the community. Facebook/Instagram/Twitter updated following sporting events.</p> <p>Profile raised within the school. Children's self-esteem improved.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p>	<p>The whole school community has seen the benefits of the raised profile on line.</p> <p>Staff reminded to maintain use of social media.</p> <p>Continually refresh displays to present up to date and relevant information.</p>

			<ul style="list-style-type: none">• Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem.• See notes in Indicator 1 about attendance and attitudes to learning with better performance in SATs.• Increased self-esteem/confidence are having an impact on learning across the curriculum.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Our HLTA to undertake the Level 5 qualification.</p> <p>Subject leader to undertake Local CPD and networking opportunities.</p> <p>Staff members to be observed in lessons.</p> <p>Deliver in house PE CPD during staff meetings.</p> <p>Share all CPD opportunities with all teaching staff.</p>	<p>HLTA to complete the one-year level 5 qualification and ensure that coursework deadlines are met.</p> <p>PE subject lead to attend local networking meetings throughout the year. Liaise with SGO and Active Cumbria for updates on CPD opportunities.</p> <p>Monitoring and evaluation timetable to include PE lesson observations</p>		<p>Improved subject knowledge for the HLTA who is now confident to take a more active role in lessons and extra-curricular clubs etc.</p> <p>Level 5 module completed.</p> <p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>PE CPD delivered during staff meeting with a focus provided from lesson observations.</p> <p>Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. Lesson observations completed for Y2 and Y1.</p> <p>Good attendance at network meetings results in good representation in wider school sports competitions All network meetings attended.</p>	<p>HLTA to begin to take more ownership of whole school PE planning.</p> <p>Maintain Links with wider sporting network/contacts.</p> <p>Following lesson observations, staff to think carefully about any relevant cross curricular links with PE.</p> <p>Teaching staff to improve confidence in the teaching of PE</p>

			<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Skills, knowledge and understanding of staff and pupils increased significantly - see note end of KS attainment targets Pupils really enjoy PE/Sport, are very keen to take part and demonstrate a real desire to learn and improve. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">2.7%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Subjects other than PE are used to teach aspects of mindfulness, health and relationships.</p> <p>Cross curricular approach ensures that children have opportunities to be taught and discuss well-being mental health and relationships.</p>	<p>Monitoring and evaluation of planning to audit our current provision.</p> <p>Monitoring of lessons will record quality of planning in terms of progression, coverage, range of activities and skills taught.</p> <p>The specific teaching of healthy eating and food groups within the lessons.</p> <p>Children will experience healthy eating through food tasting and cooking lessons.</p>	<p>£450</p>	<p>Lesson observations/planning scrutiny will highlight progression, coverage and a range of taught skills. Lesson observations completed across the school. Outcomes and areas to improve addressed within staff meeting.</p>	<p>Staff meeting to address outcomes from lesson observations.</p>

<p>Outdoor activities to be provided to pupils to increase healthy relationships.</p>	<p>Year 2 attended a day of outdoor activities ran by Water Park.</p>		<p>Children improve their relationships with other pupils when presented with a range of challenging outdoor activities. Y3 attended outdoor education day.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Cross curricular links within the national curriculum for focused learning. • Children making informed choices outside of school in relation to their lifestyle choices. • Children showing improved relationships with their peers. 	<p>Should SSP continue, we intend to maintain this provision</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 7%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure Parkside enter the KS1 Key Steps Gymnastics competition</p>	<p>Club set up for children to learn the skill set needed to take part</p> <p>Ensure staff have relevant training to lead the club</p> <p>Purchase gym equipment and uniforms</p>	<p>£1118.40</p>	<p>12 children competed in local competition and came 4th.</p> <p>Children have gained an understanding of a competitive environment and the elements required for taking part in a competition.</p>	<p>Provide further training to access Key Steps 2 in coming years</p>



Parkside GGI Academy SSP Action Plan

