

Diamond Wood Community Academy – Sports Premium Overview				
Academic Year: 2018/19	Total fund allocated: £18,100	Date Updated: 30 <sup>th</sup> October 2018		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: <b>11.2%</b>
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Further develop Get Fit, Get Active programme to ensure that <u>all</u> pupils undertake an additional 30 minutes of physical activity every day.</p> <p>Further implement physical activity in to cross-curricular areas.</p> <p>Pupil engagement throughout the day will increase.</p>	<ul style="list-style-type: none"> <li>- Audit provision from last year with an exit survey of staff and pupils, use this to consider how/where to incorporate further opportunities for physical activity.</li> <li>- Work with Healthy Futures to measure the impact of GFGA sessions and increased participation in physical activity.</li> <li>- YP to attend the Yorkshire Sport ‘Active children are better learners: How to plan physical activity throughout the day’ conference, and disseminate information to all staff.</li> <li>- Invest in high-quality resources that can be used in a range of lessons and as part of activity breaks within the school day.</li> <li>- Provide training for lunchtime supervisors in the importance of physical activity, as well as providing ideas for development, to challenge existing behaviours.</li> <li>- Continue to develop quality delivery of Maths of the Day.</li> <li>- Work with the School Council to encourage physical activity at play- and lunch- times in each playground.</li> </ul>	<p><b>£2030</b></p>	<p>96% of pupils in Year 2 regularly participate in GFGA and can confidently talk about the benefits of participating.</p> <p>92% of Year 1 pupils actively engage in GFGA sessions and understand the benefits of regular, fun exercise.</p> <p>70% of staff who responded, ‘strongly agreed’ that the implementation of GFGA had a positive impact, not only on pupils fitness levels, but also on:-</p> <ul style="list-style-type: none"> <li>✓ Wellbeing</li> <li>✓ Co-ordination</li> <li>✓ Behaviour</li> <li>✓ Positive attitudes to learning</li> </ul> <p>The number of pupils walking to school increased by 2%.</p> <p>All pupils participated in maths of the day – once per week.</p>	<p>GFGA continues to have significant impact on encouraging pupil’s to be more physically active.</p> <p>Nursery and Reception pupil’s now need to become more involved in GFGA on a daily basis.</p>

Key indicator 2: The profile of P.E. and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10.3%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Incorporate movement and well-being opportunities in to Phonics, Maths and Topic lessons (e.g. Maths of the Day, Active Phonics). In turn, pupils will have more opportunities to improve their subject-specific skills with an active, fundamental movement focus.</p> <p>Enrol with 'The Beanbag Book' scheme, to encourage physical activity linked to homework and out-of-school activity. Each week, a weekly P.E. star will have the opportunity to take an activity rucksack home for the weekend, with resources and equipment to take part in physical activity at home. Pupils' enjoyment of P.E. and desire to try hard and follow behaviour expectations in the out-of-classroom setting will improve.</p> <p>Continue to raise the profile of P.E., sport and nutrition in school by running events and workshops.</p>	<ul style="list-style-type: none"> <li>- YP to attend an Active Phonics workshop and organise/deliver CPD for all teaching staff. All classes to take part in an outdoor/hall active phonics lesson at least once per week.</li> <li>- Maths of the Day to be regularly planned and delivered; observations to take place and evidence to be collected to demonstrate impact.</li> <li>- Deliver pupil voice interviews and questionnaires to ascertain pupil attitudes, using these to further improve current practice based on emerging needs.</li> <li>- Cambridgeshire Scheme to be followed to develop progression in P.E. and sport.</li> <li>- Enrol with 'The Beanbag Book' scheme and launch this in a themed assembly.</li> <li>- Breakfast Club to incorporate physical activity each day.</li> <li>- Display boards in school to promote whole-school focus on physical activity.</li> <li>- Maintain quality of equipment and audit provision regularly.</li> <li>- Research and apply for appropriate workshops/events.</li> </ul>	<p><b>£1859</b></p>	<p>Pupil survey indicated the 91% of pupils enjoyed PE and they all felt safe when doing it.</p> <p>All pupils participated in maths of the day – once per week.</p> <p>Pupil voice strongly indicated that pupil's enjoy participating in physical activities.</p> <p>The 'Beanbag Book' scheme proved to be a successful link between home and school and encouraged children to be more active at weekends. Staff survey clearly indicated that where the scheme was strongly promoted in the class there was evidence of high levels of participation.</p> <p>The Cambridgeshire scheme has been used with some success, but staff felt it needed to be adapted to suit our needs.</p>	<p>In 2019-20, a more quantitative approach will continue to be taken to the measuring of impact, with a focus on progress levels and measurable outcomes.</p> <p>Relaunch the scheme in September 2019 with an assembly/event. Staff to give feedback on its successes as part of a half termly staff meeting.</p> <p>Build on adaptations to planning that were made in the previous year to ensure that the planning meets the needs of DWCA.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport				Percentage of total allocation:
				40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Project Sport Professional Development for all teaching staff, based on needs emerging from whole-staff questionnaires and audits. In turn, the quality of P.E. teaching and subject knowledge will improve across school (particularly in enrolment of NQTs and HLTAs).</p> <p>Develop the role of P.E. Subject Leader through attendance at a wider range of events and CPD opportunities. Pupils will benefit from a more informed approach to the subject and staff being up-to-date with local and national initiatives.</p> <p>Implement an IRIS group for P.E. and the Get Fit, Get Active initiative in school and encourage all staff members to share best practice examples within the group. Staff will feel more confident in their ability and have a sense of self-achievement in their developing practice.</p> <p>Further improve delivery of outdoor physical development including fine- and gross- motor skills (Forest Schools).</p>	<ul style="list-style-type: none"> <li>- Complete entry and exit questionnaires for all teaching staff to gauge current and emerging needs, and monitor impact of CPD.</li> <li>- All staff to work alongside a dance or gymnastics coach to develop skills in the teaching of these subjects. Sessions to be taught in a team-teach style to develop skills and competency.</li> <li>- Subject lead to attend network meetings and the Yorkshire Sport P.E. conference. Information to be disseminated to all relevant staff following CPD.</li> <li>- NQTs and trainees to be offered additional support in the teaching of P.E., including attending CPD events.</li> <li>- IRIS group to be implemented and training provided for all teaching staff. Staff to be regularly encouraged to share best practice and stay up-to-date with information shared.</li> <li>- Purchase the Forest Schools curriculum for EYFS and KS1 from training provider.</li> </ul>	<p><b>£7248</b></p>	<p>100% of Teachers, through questionnaire, feel confident in the delivery of the PE curriculum linked to the skills taught this year by the coaches.</p> <p>The Subject Leader is confident in the PE curriculum and attended network meetings and created links with other professionals and schools.</p> <p>100% of Teachers uploaded Iris videos of PE and all staff viewed the PE Iris group.</p>	<p>The PE Leader has now left school and a new leader is in place. As a school, we will need to support and develop her skills to lead PE successfully.</p> <p>In 2019/2020 we are developing the forest area in the Year 2 grounds and will support staff development through training.</p> <p>To continue to use Iris technology as a CPD tool and share best practice with other staff.</p> <p>Next academic year use the Huddersfield Giants to further increase staff confidence when teaching.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: <b>21.8%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Provide quality equipment to broaden the opportunities available for specialist sports, linked to the events and workshops offered throughout the year. This will ensure that pupils can develop the skills taught.</p> <p>Offer a range of after-school clubs with specialist options available (gymnastics). Pupils will have a wider range of experiences available to them, to enable them to foster a love of particular sports.</p> <p>Provide opportunities for pupils to develop the skills necessary for the life-long skill of cycling.</p> <p>All pupils in KS1 to take part in a skipping workshop to increase the number of pupils able to skip by the end of Year 2.</p> <p>Advertise a range of extra-curricular clubs and activities in the local area to encourage further participation.</p> <p>Offer a broader range of workshops targeting the healthy individual.</p>	<ul style="list-style-type: none"> <li>- Audit current equipment and provision in school, and conduct staff and pupil questionnaires to continually improve the resources available for quality physical development.</li> <li>- Work with Project Sport to offer a range of after-school clubs (dance and gymnastics).</li> <li>- Continue to offer a Balanceability after-school club for Reception and Year 1 pupils and additionally provide a specialist cycling day, targeting disadvantaged pupils across school. Purchase larger balance bikes to encourage children to access this independently.</li> <li>- Organise a skipping workshop for KS1 pupils earlier in the year to further develop skills taught in 2017-18.</li> <li>- Research extra-curricular activities in the local area and advertise these with leaflets, posters and newsletters to target the local audience.</li> <li>- African Dance workshop offered to all Year 2 pupils.</li> </ul>	<b>£3941</b>	<p>40% of pupils accessed after school clubs / additional sporting activities.</p> <p>Two Teachers trained on BalanceAbility to continue this for the future years.</p> <p>100% of KS1 pupils accessed the Mighty Zulu Nation dance workshops.</p> <p>100% of KS1 pupils accessed the skipping workshop with 35% purchasing their own skipping rope.</p>	<p>To further develop the school links with competitions and school collaboration.</p> <p>To encourage pupils to maintain attendance at after school clubs.</p> <p>To encourage staff to promote after school clubs and create school 'teams' for competitions.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Enter a wider range of inter- and intra- school competitive sport. More pupils will leave Diamond Wood Community Academy having taken part in intra- or inter- school competition.</p> <p>Make links with competitive opportunities in the wider-school community (e.g. after-school and weekend clubs) and promote these in school correspondence.</p> <p>Parents and pupils will be more knowledgeable about opportunities in the local area, and have a means of which to access these.</p>	<ul style="list-style-type: none"> <li>- Join Kirklees competitive sports partnership (provided by the School Games organisers for KS1) and enter all age/ability appropriate competitions available (e.g. multi-skills festival/athletics competition).</li> <li>- Cheerleading team to enter competition with Huddersfield Giants.</li> <li>- Provide staff, equipment and transport necessary to attend regular competitions.</li> <li>- Project Sport to incorporate competitive sport in after-school clubs.</li> <li>- Whole school to complete a sports week to learn about Wimbledon and professional competitive sport.</li> <li>- YP to forge links with clubs and opportunities in the wider area, sharing advertising and promoting these on school correspondence (e.g. newsletter).</li> <li>- Purchase new school P.E. kit for teams to participate in competitions with, promoting unity and pride in school.</li> </ul>	<p>£3011</p>	<p>100% of pupils involved in competitions felt excited about sport and wanted to compete more often. (pupil questionnaire).</p> <p>The Diamond Dancer cheerleading team preformed at the 'Great Big Dance Off' in Halifax.</p> <p>100% of KS1 pupils accessed competitive in school games during session times.</p> <p>Through Parents Forum and parent events, over 80% of parents have received further information on health and activities to support their child at home.</p>	<p>To continue to compete in competitive sports.</p> <p>To actively seek links with other schools and engage in collaborative working to engage pupils in competitive sports.</p> <p>To create a new cheerleading squad this year and enter future competitions.</p>