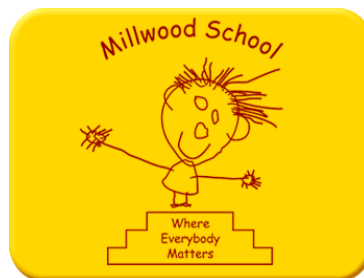


MILLWOOD SCHOOL, BURY – ACTION PLAN



SUBJECT OR AREA: PE AND SPORTS PREMIUM

NAME OF TLR LEADER OF PERSON RESPONSIBLE FOR ACTION PLAN

STEPHANIE BHOLA

START DATE	END DATE	OVERALL JUDGEMENT	OUTSTANDING	GOOD
September 2017	July 2018		REQUIRES IMPROVEMENT	INADEQUATE

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Starting point	Curriculum - a Scheme of Work that supports our pupils and allows them to make progress and achieve.
ACTION 1 AND RESOURCES	<ul style="list-style-type: none"> • Develop the scheme of work to enable staff to plan and deliver the PE curriculum with more ease. • Research existing schemes of work in SEND schools • <p>Resources Needed: Time, Staff, Cover for release to attend visits</p>
Impact	<ul style="list-style-type: none"> • Happy staff who are supported in their teaching and delivery of P.E • A improvement in the quality of teaching and learning in P.E • Increased collaborative working across different age groups and areas of need within school
Timescale	January 2017
Success criteria	<ul style="list-style-type: none"> • Staff feel more confident to deliver their pupils' Physical Education. • Increased opportunities to work across the school on individual • Increase in Inter school competition
Evidence	<ul style="list-style-type: none"> • An up dated, relevant and appropriate scheme of work • Knowledge of provision in other schools
<p>EVALUATION AND REVIEW</p> <p>What difference did it make?</p> <ul style="list-style-type: none"> • The current scheme of work is still in progress and all deadlines are being met. The feedback from staff is positive in that it is easy to read and navigate around. • The scheme of work takes into consideration all individual needs and capabilities and allowed for each and every child to participate fully and access external competition as well as specialist coaching during their sessions. <p>What are the next steps?</p> <ul style="list-style-type: none"> • Continue to work towards the deadlines set for completion of both years of the schemes of work. • Gather feedback from staff on content to ensure it is suitable as a working document as it will be delivered for the first time from September 2018. 	

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Starting point	Curriculum – A generalised drop in the number of pupils achieving P6 and P8 when compared to other PE levels of attainment.
ACTION 2 AND RESOURCES	<ul style="list-style-type: none"> • Identify pupils who are currently at P6 and P8 • Provide specialist intervention through external coaches focusing on gymnastics (Beth Tweddle Gym Stars) and Manchester City FC • Liaise with teachers of those pupils highlighted for targeted support and meet regularly to monitor <p>Resources Needed: Sports Premium Funding (Money), Time to identify pupils, meet with staff and observe sessions.</p>
Impact	<p>The barrier to achieve P7 and B1 due to pupil’s ability to achieve the expected outcomes should be significantly reduced if not removed.</p> <p>Pupils will have access to a varied and personalised Physical Education Curriculum.</p>
Timescale	July 2018
Success criteria	<p>The difference in percentage increase will be on par with other levels with Physical Education.</p> <p>Those pupils who are currently at P5 and P7 will demonstrate excellent progress on the SOLAR data analysis</p>
Evidence	<ul style="list-style-type: none"> • SOLAR Data • Discussions with class teacher/ coaches • Planning / lesson observations
<p>EVALUATION AND REVIEW</p> <p>What difference did it make?</p> <ul style="list-style-type: none"> • It has been difficult to assess improvements made by groups of pupils at a particular level as the new assessment system does not allow for this. After analysing the data currently available to me and from discussions with class teachers, learning walks and observations, the overall quality of delivery has dramatically increased. After looking at particular target classes the data reflects that the interventions were successful. <ul style="list-style-type: none"> - Irwell 6 of whom 60% were P6, the data shows 62% were on target and 38% were above target - Redvales 3 of whom 70% were P6 or P8, the data shows 80% were on target and 20% were above target - Irwell 4 of whom 65% were P6, 100% were on target. 	

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<p>What are the next steps?</p> <ul style="list-style-type: none"> To focus the interventions of specialist coaching and delivery to those pupils where progress can be measured e.g. a particular class or pupil need e.g. those entitled to pupil premium. 	
<p>Starting point</p>	<p>Resources- To ensure all facilities and resources are available and timetabled</p>
<p>ACTION 3 AND RESOURCES</p>	<ul style="list-style-type: none"> Complete Audit of existing resources Review and amend as necessary risk assessments linked to activities Enlist the help of staff to identify potential barriers to accessibility to resources or reasons they are getting damaged/ broken or mislaid <p>Resources Needed : Time to complete audit and write risk assessments</p>
<p>Impact</p>	<ul style="list-style-type: none"> Resources and facilities will be available to pupils and this will not be a barrier to them not achieving. Pupils to have access to a broad and varied range of resources that are appropriate to their developmental needs. Sports Premium Funding can be used to enhance and develop sporting opportunities rather than replacing resources.
<p>Timescale</p>	<p>July 2018</p>
<p>Success criteria</p>	<ul style="list-style-type: none"> Less money spent on replacing resources for the 2017-18 year than in 2016-17 Sustainability through buying quality robust resources that will last and be looked after
<p>Evidence</p>	<ul style="list-style-type: none"> PE and Sports Premium Budget Report Audit of Resources
<p>EVALUATION AND REVIEW</p> <p>What difference did it make?</p> <ul style="list-style-type: none"> The doubling of the PE and Sports Premium for 2017-18 meant that as a school we could make an investment in resources that would enable all classes to deliver the sessions they wanted and needed without worrying about the correct number or quality of resources. 	

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<p>It is important to ensure that all pupils could participate regardless of their need, ability or disability and so buying specialist equipment has been particular focus for me as TLR lead as well as catering for the expanding number of pupils and classes we have. An example of some of the additional resources purchased are Boccia pushers for those pupils who struggle to access the ramp, support seats for rebound therapy to enable pupils to progress further in the syllabus and additional equipment available for all classes so pupils have access to high quality resources at break times without needing to use the PE cupboard resources.</p> <p>What are the next steps?</p> <ul style="list-style-type: none"> • Identify any gaps in resources in light of the new curriculum and schemes of work • Discuss with staff members who have been on sport specific training whether resources need to be purchased to ensure successful delivery e.g. yoga or tennis • Up to date audit of all resources and identify allocation to wings/ classes or pupil need groups 	
Starting point	Pupil Participation – Engaging the less active pupils in sporting opportunities and introducing new sports into school through external providers and professional development opportunities.
ACTION 4 AND RESOURCES	<ul style="list-style-type: none"> • Identify the less active pupils in school through consultation with parents, teachers , school nurse and family support worker • Identify potential activities pupils may wish to try and attempt to source these • Consult staff on their professional develop needs or interests and source training to promote sustainability in school • Purchased external coaching from Beth Tweddle Gym Stars to encourage pupils to try something new. <p>Resources Needed : Time to consult with parties involved, research activities , Sports Premium Funding (Money)</p>
Impact	<ul style="list-style-type: none"> • Increased activity for our less active pupils • Healthier lifestyle for our pupils and facilities • Increased pupils enjoyment • Provide a pathway to increased competitive sporting opportunities in the new sports • Pupils continue to make excellent progress in PE and Sports
Timescale	July 2018

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Success criteria	<ul style="list-style-type: none"> • Increased activity for our less active pupils • Healthier lifestyle for our pupils and facilities • Pupils enjoyment during the sessions
Evidence	<ul style="list-style-type: none"> • Feedback from providers, parents, pupils and staff • Health data from school nurse • Lifestyle data or similar from Family Support Worker
EVALUATION AND REVIEW	
<p>What difference did it make?</p> <ul style="list-style-type: none"> • Employing Prime Sports as coaching and delivery support has made a huge impact on those classes where staff have reported that they find it difficult to engage and sustain their pupil’s interest in specific areas of PE. Feedback from staff in these classes has been overwhelmingly positive to the extent that we have double the delivery of this service for the next academic year. Data has also shown that 63% of the pupils have met their target and 38% exceeding it in one of the classes that have benefited from the coaching all year. • Manchester City coaches have had a very positive impact on our pupils with PMLD and physical disabilities. Taking the time to speak with the class team and adapt their approach has been fundamental with 71% of those pupils meeting their target and the remaining 29% exceeding it in one class and 57% on target and 43% exceeding in the other class. • Bury FC coaches have also been into 2 of our more challenging classes with sensory needs and whilst after observing the sessions, the delivery on those occasions was good, a number of factors such as staffing changes and pupil need has resulted in 83% of pupils in one of the classes and 100% in the other class achieving below their expected target. After looking more closely at the data this pattern was reflected in quite a number of subjects across the curriculum for these pupils and was not isolated to PE. • Having after school family fitness sessions available all year has been a great success. We had 4 consistent families (parents, pupils and siblings) attending each week and feedback from these parents were that they were very grateful for the sessions and enjoyed getting to know other parents as well as doing something active with their child when they might have not have otherwise. <p>What are the next steps?</p>	

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- Arrange a meeting with Bury FC coaches and school staff to resolve any underlying issues and address concerns if the partnership is to remain
- A focus next year on those with sensory needs and ensuring that the class team and I work closely to ensure that pupils are monitored regularly and their specific needs identified in relation to PE and providing the opportunity they need whether this be in school or the community.
- Engage Prime Sports and Manchester City coaches in lunchtime groups
- Establish partnership with Lancashire County Cricket club to offer an after school club.