

Queens Road Academy v1

Academic Year: 18-19



- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan? Yes
- Are your PE and sport premium spend and priorities included on your school website? Yes

Key achievements to date (Bold 2018-19)	Areas for further improvement and baseline evidence of need: 2019-20
<p>To increase pupil participation in wider sporting opportunities, beyond athletics</p> <p>To promote healthy lifestyles particularly girls in sport</p> <p>Increase opportunity for competitive sport</p> <p>Increase the skills of the teacher in PE delivery</p>	<p>To increase opportunities for in-school competition</p> <p>Increase the teacher skills in delivery of PE at each year group</p> <p>To promote healthy body and healthy minds</p> <p>To develop community sport</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	63 %
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	63%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	80%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Academic Year: 2018/19		Total fund allocated: £17,940		Date Updated: 17/7/19	
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: %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Improve pupil health and wellbeing	Healthy breakfast continues to provide opportunity for approx. 50-80 pupils per day.	£6000 (Also forms part of Pupil premium funding)	Pupils who attended this offer have attendance of 1.5% above school target (for academic year) and above their peers	Maintain breakfast opportunities next year, increase staffing to enable Nursery to attend	
	Playground lunchtime staff promotion of 'fun run' based upon daily mile principles	£2000	Children engaged in activities that promote health, collaboration and challenge for at least 20 mins	Explore active travel schemes with pupils – to obtain Gold mark	
	Active travel promotion	£500	Initial buy-in by pupils and pupils liked gaining reward tokens Gained Modeshift Silver award 2019	Interest of daily mile, petered-off. Re-introduce alternative through class competition and playground pupil leadership	
	Additional swimming for those pupils exiting Year 5/starting Year 6 in summer term to provide opportunity to meet water safety requirements. (Also supports pupils who join school later). Water safe assemblies to raise pupil awareness in addition to celebration of swim proficiency each week	£400	In Year 6 2017-18 the vast majority could swim 25mtrs by the end of the booster. In 2018-19 a high proportion could not swim 25mts. Through this booster approach the majority could perform self-rescue	Sustain approach linked to context of mobile pupils	

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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase pupil knowledge of sports that have not previously tried	<p>Team active provide half-term class targeted sports e.g. cricket, hockey, tennis. Offer provided each day.</p> <p>Advocate external clubs providing sport profile raising opportunities</p>	£7000	<p>Pupils rota in the lunchtime sport opportunities and these are well received Low frequency of playtime negative incidents</p> <p>Pupils in KS2 have had opportunity to try running for distance, Bikability, athletics, Multi-sports, gardening, YMCA, basketball, football, rounders, tennis, dodgeball. Most through external providers</p> <p>External afterschool clubs opened up to KS1 & KS2 to help further promote within families</p> <p>Pupils in 2018-19 KS1 and 2 to had opportunity to try out cricket through an external provider. This opportunity led to better success at Trust event</p>	<p>Termly review of pupil involvement, to generate more bespoke opportunities and widen uptake Pupil survey to keep activities up to date with pupil interest?</p> <p>Promote regular Team active coach to build on-going understanding of pupil capability to build upon skills shared.</p> <p>Compliment this approach by fostering opps. with Barnsley Football Club – new club identified for 2019-20 also includes community use of apprentice coaching</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase teaching staff subject knowledge and confidence in PE.	<p>Wider staff now embedding individual responsibility for delivering PE sessions. This has developed from 2 years ago where a sports leader took all sessions</p> <ul style="list-style-type: none"> - Children respond positively - Teacher able to enhance and extend capabilities of the ind. pupils - Lessons consistent in approach following school curriculum – Staff aware of skills progression doc 	Time for subject leader release 1hr per fortnight	<p>Monitoring</p> <ul style="list-style-type: none"> - Sports leader to observe lessons not taught by her for QA - Pupil survey completed, this indicated: <ul style="list-style-type: none"> - Children enjoying PE sessions - 72% of children indicated the felt very or extremely confident in sport - 68% of children enjoy Team Activities at lunchtime <p>Identify and track the progress and impact of swimming including the exit benchmarks as listed above.</p>	<p>Lessons observations identify greater requirement in skills and knowledge/progression to enable differentiation, coaching from MC 2019-20</p> <p>Develop an efficient appropriate method of assessing and recording progress in PE</p> <p>Work closely with BPL to develop the tracking of swimming and the impact it has</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Particularly to increase pupil participation in sporting opportunities esp. at playtimes/lunchtime	Team active provide half-term class targeted sports e.g. cricket, hockey, tennis. Offer provided each day.	See above	Reduction in frequency of playtime incidents and increase pupil confidence in accessing new sports like basketball Year 6 pupil	See above Introduce pupil leaders
Targeted intervention to increase the confidence of Year 6 girls in PE, sport and physical activity using running as the tool.	Totally Runnable Girl on the Run 6-week course	£1200	All Year 5 girls took part in the course over one half-term. 100% of the girls said they felt more confident after the course with some of the girls noting they now feel more confident in other areas of their life such as maths and PE lessons. During the course the girls completed a personal challenge in the form of two 20 minute Totally Runnable Challenge Runs. The group ran a total of 45360m on the first Challenge Run and 54300m on the second. 92% of the girls increased the distance they ran from the first to the second Challenge Run.	Encourage the Year 5 girls to be sports leaders and role models for younger girls throughout the school Put the suggestions in the Resource Pack from the Girls and Sport Pledge into action and display the information around school.

<p>Drive change to the culture, language and messages throughout school helping to make physical activity 'normal' for everyone.</p>	<p>Totally Runable Girls and Sport Workshop (May 2019) - Increasing awareness of stereotypes and the messages being sent to girls in PE, sport and physical activity.</p> <p>Totally Runable Boys' Fairness Workshop (21st May) – Looking at what it feels like when something is unfair and the difference between being in a privileged position compared to a disadvantaged position. Challenging stereotypes for boys and girls in sport.</p>	<p>£200</p> <p>£200</p>	<p>See girls' confidence pathway and feedback. In 2019, 27 girls took part in the programme. An average 43% enjoyed, 4.89% all gained greater confidence in themselves</p> <p>The Girls and Sport workshop gives the girls the opportunity to take part in sport without the boys. They learn running tips to increase their confidence, learn how beneficial physical activity is for us all, and examine how women and girls sometimes experience sport. They look at how some of the challenges around girls' participation in sport can be overcome both in society, school and their own lives.</p> <p>The Boys' Fairness workshop brings awareness to boys of what girls are up against in terms of messages sent to them about PE, sport and physical activity. This gives them more empathy aiming to change their behavior and expectations around PE, sport and physical activity in school. They also think about the unhelpful messages being sent to boys.</p>	<p>All Year 3 and 6 boys girls to take part in the workshops. This will all us to expand the younger children or influence other in-school pupil leadership programmes.</p> <p>All Year 3 and 6 boys to take part in the workshops. This will all us to expand the younger children or influence other in-school pupil leadership programmes.</p>
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Key indicator 5: Increased participation in competitive 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:
Increased participation in competitive sport	QRA took part in imagination gaming event	£200	Pupil voice positive – see SMSC example folder and twitter feed	Pupils well received the challenge again this year as this was wider than those who are particularly sporty
	Sports day at Barnsley Football club	£800	Home based sports day led to wider parent contribution to the day. (EiS venue linked to Olympic 4 years to enhance status)	Home based sports day led to wider parent contribution to the day. (EiS venue linked to Olympic 4 years to enhance status)
	Winter athletics Trust event	£200	6 th place	Maintain these opportunities, it is evident that pupils have little opportunity outside of school in comparison to other Trust Schools. Therefore there is a real life need to promote the health and wellbeing of QRA pupils
	Football Trust event	£200	Particular promotion of Girls in this event which was positive Y5/6 Boys came 3 rd , Y3/4Girls came 4 th .	
	Condover OEd opportunity– Y6	£1000 (Pupil contributed event)	Great pupil feedback in the range of challenge, teamwork and outdoor education opportunities	Maintain – see Pupil Premium Plan. Consider how OEd activities link to school priority of learning themes. Due to travel cost – consider alt venue 2019-20