



Queens Road Academy – PE/Sport plan 2019-20

Academic Year: **2019-20** Last update: June 2020

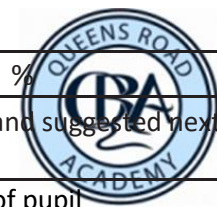
- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan?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

Key achievements to date (2019-20)	Areas for further improvement and baseline evidence of need: 2020-21
<ul style="list-style-type: none"> • Increased physical activity at lunch times through support of external agency • Increased the role of the teacher in PE teaching beyond the sports leader • Cohesive opportunities to increase pupil awareness of healthy lifestyle choices • Specific opportunities to increase girls’ awareness of a healthy lifestyle and develop confidence • Increased pupil participation in sporting opportunities 	<ul style="list-style-type: none"> • To promote healthy lifestyles particularly girls in sport • Increase opportunity for competitive sport within QRA • Increase the skills of the teacher in PE delivery

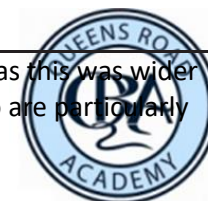
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	40 %
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?	40 %
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?	69 %
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: 2019/20		Total fund allocated: £17,940		Date Updated:	
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To promote healthy body and healthy minds	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 above school target (for academic year) and above their peers	Maintain breakfast opportunities next year, keep increased staffing to enable Nursery to continue 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	Creating more 'stations' throughout lunchtime to promote engaging in sport for 'fun'	
	Healthy school award mode-shift Gold – introduce class daily fun-run inter class competition	£500			
	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	£500	In Year 6 2019-20 the vast majority could not swim 25mtrs and received the additional booster sessions. (This was not the case in 2018) 27 pupils had additional lessons provided to ensure the self-rescue was attained	Increase package with BPL to ensure better tracking of attainment to ensure boosters are delivered to those who need it.	
	Joint plan with PSHE lead, parent health event using community links.	£200	An afterschool community event took place 08/10/2019 including sessions run by Team+, Totally Runnable, BFC and other community groups.		
					Percentage of total allocation:



Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
There is increased community related sport at QRA	Team active provide half-term class targeted sports e.g. cricket, hockey, tennis. Offer provided each day.	£7000	Pupils rota in the lunchtime sport opportunities and these are well received. Low frequency of playtime negative incidents	Termly review of pupil involvement, to generate more bespoke opportunities and widen uptake Use of pupil survey to keep activities up to date with pupil interests. Promote regular coach to build on-going understanding of pupil capability to build upon skills shared.
	Pupils as active role models in playtime games and activities led by adult play leader			Promote regular coach to build on-going relationships with active role models.
	Advocate external clubs providing sport profile raising opportunities	£200	External afterschool clubs opened up to KS1 & KS2 to help further promote within families Pupils in have had opportunity to try running for distance, multi-sports, cricket, gardening, YMCA. Most through external providers	Opening up clubs to KS1 & KS2 has allowed more families to take up these opportunities.
	Fostering opps. with Barnsley Football Club – new club identified for 2019-20 also includes community use of apprentice coaching			Development of relationship with has allowed an agreement to be developed through use of field and free coaching through Reds in the Community.
	Trust based staff running club for all schools hosted at school	£200	Course run by external providers Totally Runnable for all Trust staff to develop both mental and physical well-being.	Compliment this approach by fostering opps. with Totally Runnable – club identified in 2019-20 also develops a focus on girls in sport.
	QRA took part in imagination gaming event		Pupil voice positive – see SMSC	Pupils well received the challenge



<p>Totally Runable Gender Sport Gap Support Package</p> <p>Identify areas of PE, school sport and physical activity (PESSPA) that are strengths and areas that require improvement. With the help of a Totally Runable PE expert, create an action plan to address these areas.</p> <p>Identify current fitness and confidence levels of children at Queens Road Academy. Identify any individuals and groups of children whose fitness and confidence levels are low and put interventions in place for these pupils.</p>	<p>KS1 & KS2 Athletics Trust event</p> <p>Sports day at Barnsley Football club Football Trust event KS1 & KS2 Cricket Trust Event</p> <p>Residential opportunity at PGL Caythorpe – Y6</p> <p>Identify and work towards closing any Gender Sport Gap in PESSPA.</p> <p>Totally Runable PE, school sport and physical activity Strategy Meeting 15th January 2020</p> <p>Complete Totally Runable Benchmarking. This is made up of a personal challenge called the 'Challenge Run' and a 'Confidence Self-Rating'. Timetable this in and communicate it to all teaching staff. 28th November 2019</p>	<p>£800</p> <p>£200</p> <p>£1000 (Pupil contributed event)</p> <p>£3550</p> <p>Included in Totally Runable package</p>	<p>example folder and twitter feed</p> <p>These events could not be concluded due to Covid-19 and the restrictions therefore placed on schools.</p> <p>Great pupil feedback in the range of challenge, teamwork and outdoor education opportunities</p> <p>Closing the Gender Sport Gap and changing attitudes towards gender stereotypes in sport.</p> <p>Misha Carter and Totally Runable identified 30 mins physical activity in the school day as an area of particular strength. They identified staff confidence as an area that requires improvement.</p> <p>As a whole school we ran 302090m (187.7 miles) in Totally Runable's Challenge Run. Totally Runable's Benchmarking Report identified the largest gender sport gap occurred in Year 4 where, on average, boys ran 24% (538m) further than</p>	<p>again this year as this was wider than those who are particularly sporty</p> <p>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</p> <p>Maintain – see Pupil Premium Plan. Further consideration how OAA activities link to school learning themes. Alternative venue to previous years, well received by all pupils, staff and parents.</p> <p>Observations/discussions with staff identify a need to continue to develop understanding in the skills and knowledge/progression to enable differentiation, coaching from MC 2020-21 Use of progression doc to enable differentiation and progression within lessons</p> <p>Maintain work with Totally Runable over 2020-21 – particular focus on Year3/4 girls (2019-20). Work throughout PE sessions on a weekly basis to ensure healthy lifestyle is promoted – key focus around girls</p>
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			<p>girls. The lowest Confidence Self-Rating occurred in Year 3 girls. They recorded a confidence level of 6/10 on average. In all KS2 year groups the girls reported feeling less confident than the boys in PE, school sport and physical activity.</p>	
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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:
<p>To increase teaching staff subject knowledge and confidence in PE.</p>	<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 <p>Work closely with BPL to develop the tracking of swimming and the impact it has</p> <p>Develop an efficient appropriate method of assessing and recording progress in PE</p> <p>PE leader release time to coach and enhance further teacher skills of lesson delivery</p> <p>Working closely with BFC to also enhance further teacher skills of lesson delivery</p> <p>Additional support through cricket CPD across LKS2</p>	<p>Time for subject leader release 1hr per fortnight</p>	<p>Monitoring - Sports leader to observe lessons not taught by her for QA - Pupil survey completed, this indicated:</p> <ul style="list-style-type: none"> - Children enjoying PE sessions - 64% of children indicated the felt very or extremely confident in sport - 58% of children enjoy Team Activ at lunchtime <p>Identify and track the progress and impact of swimming including the exit benchmarks as listed above.</p> <p>Development of SMAT and school progression document across all aspects of PE</p> <p>This could not be concluded due to Covid-19 and the restrictions therefore placed on schools.</p> <p>Development of relationship with has allowed an agreement to be developed through use of field and coaching support through Reds in the Community.</p> <p>Year 3&4 both received cricket coaching over a 6-week period.</p>	<p>Lessons observations identify a need to continue to develop understanding in the skills and knowledge/progression to enable differentiation, coaching from MC 2020-21</p> <p>Use of progression doc to enable differentiation and progression within lessons</p> <p>Increased package with BPL to ensure better tracking of attainment to ensure boosters are delivered to those who need it.</p> <p>Use and embedding of progression document in teaching</p> <p>Continued fostering of relationship with Reds in the Community to create more opportunities for our staff & pupils</p> <p>Maintain these opportunities, it is evident that pupils have</p>

<p>Increase personal confidence and knowledge of female teaching staff in delivering high quality games and techniques related to running.</p> <p>Identify if there are any stereotypes around school and how these might affect pupils' confidence, participation and enjoyment in PE, school sport and physical activity.</p>	<p>Totally Runable Girl on the Run 6-week course – allocate a female staff member to attend all sessions as a role model.</p> <p>Totally Runable Stereotypes in School Workshop 15th January 2020 – Raising staff awareness of gender stereotypes in sport and where they may occur in their school setting.</p>	<p>Included in Totally Runable package</p> <p>Included in Totally Runable package</p>	<p>Teachers also received CPD through these sessions working closely with the coach</p> <p>Female staff member gained knowledge on different ways to mix mindset training with physical activity which can be transferred into PE and active lessons.</p> <p>Mindset subjects include cultivating a Growth Mindset, Teamwork and Empathy, and Being Brave.</p> <p>10 school staff attended the workshop. They discussed current statistics about gender and sport and, in groups, identified stereotypes that are present around school and how they might be addressed.</p>	<p>benefited from these sessions in confidence and in results of previous cricket competitions.</p> <p>Staff also found sessions beneficial and have used knowledge from these sessions across PE delivery</p> <p>Use of knowledge gained across both courses to ensure that staff across school ensure that we are promoting a healthy lifestyle in all aspects of school and ensure there is a focus on girls views in particular.</p>
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Key indicator 4: Broader experience of a range of sports including in-school competition				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>Particularly to increase pupil participation in sporting opportunities esp. at playtimes/lunchtime</p>	<p>Team active provide half-term class targeted sports e.g. cricket, hockey, tennis. Offer provided each day.</p> <p>Team Active also providing a weekly sports club at a range of sports e.g. multi-sports, dance etc</p> <p>Inter-house challenges to be developed and promoted</p> <p>Training for pupil leaders – applications, pupil voice and range of activity</p>	<p>See above</p>	<p>Pupils rota in the lunchtime sport opportunities and these are well received</p> <p>Low frequency of playtime negative incidents</p> <p>This could not be concluded due to Covid-19 and the restrictions therefore placed on schools.</p> <p>16 Year 5 girls took part in the course over one half-term. 84% of the girls said they felt more confident after the course. During the course the girls completed a personal challenge in the form of two 15 minute Totally Runable Challenge Runs. The group ran a total of 29750m on the second Challenge Run, 2250m than on their first Challenge Run. The sum of confidence scores given by the girls (each gave a score out of 10, where 1 is not confident at all and 10 is really confident in all PESSPA) came to 116 in the first week. This increased to 123 by the sixth week.</p> <p>See girls' Confidence Pathway</p> <p>All Year 6 boys and girls took part in the workshops.</p>	<p>Termly review of pupil involvement, to generate more bespoke opportunities and widen uptake</p> <p>Use of pupil survey to keep activities up to date with pupil interests.</p> <p>Encourage the Year 5 girls to be sports leaders and role models for younger girls throughout the school</p> <p>Put the suggestions in the Resource Pack from the Girls and Sport Pledge into action and display the information around school.</p>
<p>Targeted intervention to increase the confidence of Year 5 girls in PE, school sport and physical activity using running as the tool.</p>	<p>Totally Runable Girl on the Run 6-week course 8th Jan 2020 – 12th Feb 2020</p>	<p>Included in Totally Runable package</p>		
<p>Drive change to the culture, language and</p>	<p>Totally Runable Girls and Sport</p>			

<p>messages throughout school helping to make physical activity 'normal' for everyone.</p>	<p>Workshop 29th January 2020 - Increasing awareness of stereotypes and the messages being sent to girls in PE, school sport and physical activity.</p> <p>Totally Runable Boys' Fairness Workshop 22nd January 2020 – 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>Totally Runable Stereotypes Workshop 5th February – Developing awareness and understanding of what a stereotype is and where we might see them.</p>	<p>Included in Totally Runable_package</p> <p>Included in the package</p> <p>Included in Totally Runable package</p>	<p>The Girls and Sport Workshop gave Year 6 girls an opportunity to take part in sport without the boys. They learned running tips to increase their confidence, how beneficial physical activity is for everyone, and examined how women and girls sometimes experience sport. They looked 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 brought awareness to the Year 6 boys of what girls are up against in terms of messages sent to them about PE, sport and physical activity. This gave them more empathy and motivation to change their behaviour and expectations around PE, school sport and physical activity in school. They also thought about what unhelpful messages might be being sent to boys.</p> <p>The Stereotypes Workshop saw the Year 3 boys and girls take part in running based games and tips to increase their confidence in physical activity. They looked at what a stereotype is by discussing where we might see stereotypes in sports, jobs, colours and toys. The workshop concluded with discussion around how we shouldn't let stereotypes stop us from being who we want to be.</p>	<p>All Year 6 girls took part in the workshop. This allowed them to focus on the benefits of sport for both physical and mental well-being and is a key development in preparing for secondary school.</p> <p>All Year 6 boys took part in the workshop. This allowed boys to gain an understanding about what key messages are currently sent through sport. It also gave them insight into what girls are up against and ways which they can tackle this.</p> <p>All Year 3, boys and girls to take part in the workshops. This will allow us to expand the younger children or influence other in-school pupil leadership programmes</p>
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