

PE and Sport Premium Planned Spending - Mayflower Community Academy Academic Year 2016-2017



Area of Spend	Total budgeted cost	Description of Intervention	Intended Outcome	How impact is to be measured	Impact of Intervention
		<p>1. Support for primary school teachers in the delivery of PE. Organisation, co-ordination and delivery of bespoke CPD.</p>	<p>1. Using the Staff Audit tool to identify key members of staff, support from MAP staff will allow them to feel more confident in delivering PE in target areas.</p>	<p>1. Review of staff questionnaire throughout the year to ensure CPD has been successful, teachers have gained knowledge, understanding and are more able to ensure progress. Class assessment sheet to use as a tool to ensure all children have made accelerated progress through specialist support, children have been identified who have not made expected progress and next steps measured.</p>	<p>Regular assessments were made by teachers to ensure that teaching and learning was of a high quality and tailored to the needs of the children. Team planning, teaching and assessment was carried out with MAP and ASAP staff supporting MCA staff throughout the year based on needs identified via the staff audit. This ensured that teachers were more confident with their delivery both this year and moving into the next Academic year too.</p>
		<p>2. Assistance in setting up and running extra-curricular clubs. Inclusion in regular sports festivals and competitions at MAP and ASAP</p>	<p>2. A higher percentage of children from across the school to actively be involved in sport and physical activity.</p>	<p>2. Through records of participation of attendance in targeted clubs and sports festivals/ competitions, impact will be measured by those accessing sport as a percentage across the school.</p>	<p>A Key Stage 1 multiskills club that focussed on developing the children's FMS skills was very successful, with a waiting list all year. 30 children were able to access this provision.</p>
		<p>3. Improved school / club links</p>	<p>3. More children to have access to a wider range of clubs and opportunities allowing them to become more physically active and for it to become embedded as a lifestyle choice.</p>	<p>3. Records to be kept of those children that are accessing these activities. Questionnaires and video interviews with children who are accessing these opportunities.</p>	<p>Children were encouraged and signposted to a number of out of school clubs. The uptake for these was not very high and so this will continue to be a priority for the following year.</p>

I-moves online	<ul style="list-style-type: none"> • £1440 	4. A programme for Able and Talented primary students	4. Children will have access to Higher level competitions and access pathways to clubs.	4. Records/attendances pupil interviews to be kept of children that are accessing these competitions/activities.	A&T children had access to football and Frisbee golf events this year. They were also signposted to clubs and encouraged to attend events such as PAFCs talent ID sessions.
		5. SEND events – 1 per term	5. SEND children to have regular access to provision and competitions tailored to their needs.	5. Registers/records/ photographic evidence	12 children from our onsite ASC accessed weekly SEND events at the Life Centre including dodgeball, volleyball, new age curling and skittles. Staff from the YMCA also supported MCA staff in delivering Yoga lessons to the children.
		6. Intra and Inter school competitions for KS1 children	6. A higher percentage of children to have access to competitions and events.	6. Registers/ records and pupil interviews	Over the course of the year the Ks1 children attended two intra-school festivals. This allowed 20 children to access additional competitions.
		7. Training/CPD for Meal Time assistants and Play leaders from Years 4, 5 and 6	7. MTAs to be clear on their roles and trained to a higher level in games they can play. Play leaders ready to support other children in their play at break and lunch times.	7. Records of training, regular updates and further training, appraisal forms for MTAs, photos/video evidence.	3 MTAs and 10 playleaders accessed training over a 6 week period. These participants then set up and lead games/activities during lunchtime to KS1 and lower KS2 children. The result was a higher number of children being engaged in structured physical activity.
		8. Access to resources from the YMCA including after school clubs	8. Further opportunities to develop sport and physical activity across the school.	Records/ registers/photos/videos	Children were directed to the YMCA clubs. Over the course of the year 10 children accessed the activities on offer.

Top –up swimming	• £1300	Dance, Gymnastics and Physical Education, online planning tool – will allow staff to plan and assess comprehensive lessons for these areas of Physical Education.	A higher percentage of lesson observations (particularly in Dance and Gym) to be good/ outstanding	Lesson observations/IRIS videos/planning scrutinies/staff audits	Staff are now using iMoves to deliver lessons. This has also supported staff subject knowledge, making teachers more confident in delivering this area of the curriculum.
		Children in Year 6 who have not completed their 25m swimming to receive 1:4 swimming coaching to reach this target.	All Year 6 children to have reached a swimming standard of 25m by July.	Use swimming data from Sept to identify children. Swimming teachers to then monitor children’s progress towards this target.	21 children from Year 6 attended Top-up swimming sessions.
PE equipment	• £3000	Equipment required to enable all aspects of the FUNdamental skills curriculum to be taught to the highest standard providing children with new opportunities.	P.E equipment and resources to be updated and bought to ensure that P.E and an active lifestyle become embedded across the Academy.	Termly equipment monitoring and safety check Termly staff emails to request necessary equipment	Unsafe equipment has been replaced and as a result, children are safer during lessons. More equipment is now available so that children have more contact time with important skills