



# BISHOP CREIGHTON ACADEMY



Bishop Creighton Academy  
PE and Sport Premium: Improvement Plan 2017-18

*Be inspired*

## **PE and Sport Premium Allocation**

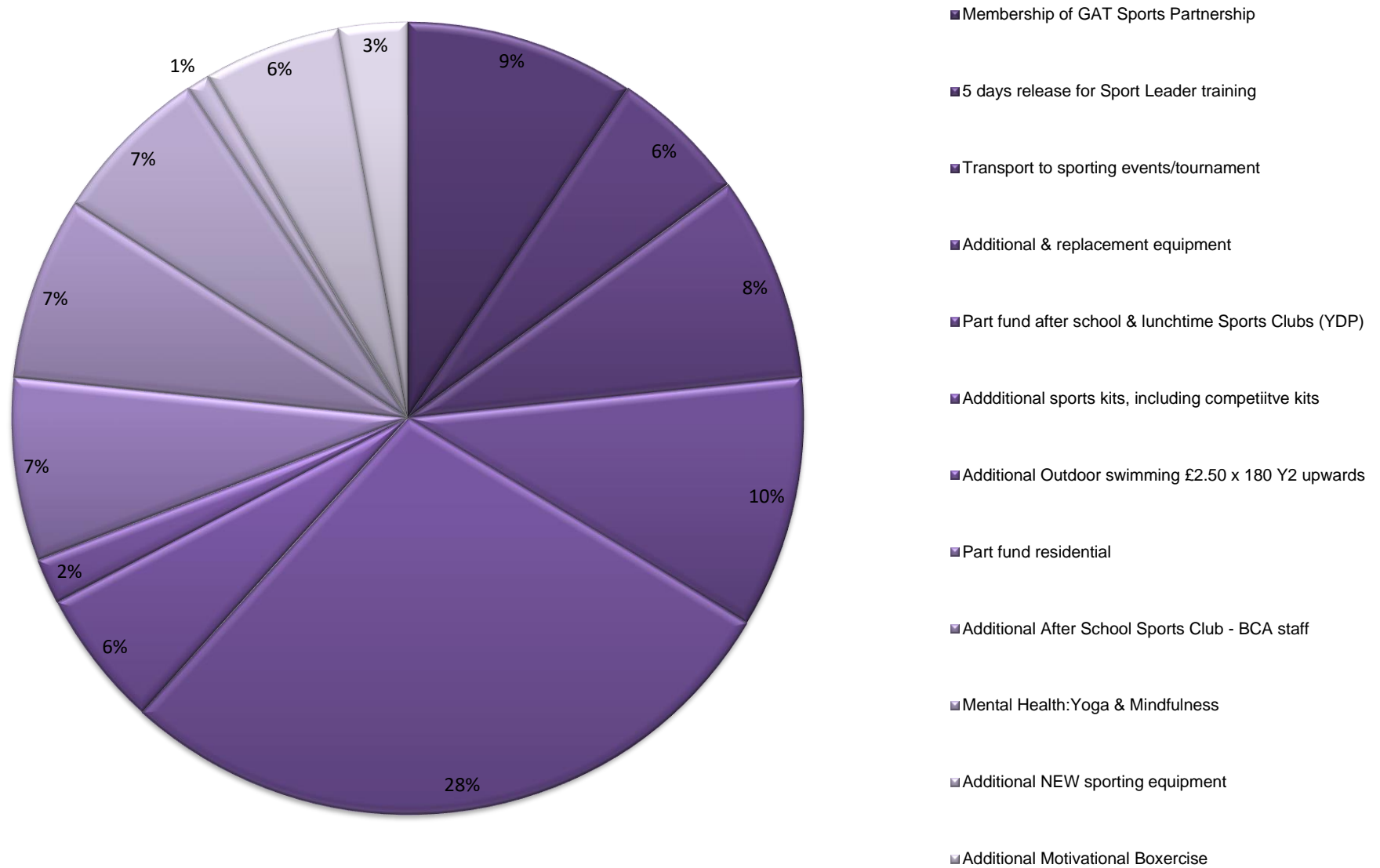
### **Overview of spending priorities**

**Total allocation: £18,050**

<b>SPORT PREMIUM EXPENDITURE</b>	<b><u>Cost</u></b>
Membership of GAT Sports Partnership	1,800
5 days release for Sport Leader training	1,000
Transport to sporting events/tournament	1,600
Additional & replacement equipment	2,000
Part fund after school & lunchtime Sports Clubs (YDP)	5,500
Additional sports kits, including competiitve kits	<b>1,000</b>
Additional Outdoor swimming £2.50 x 180 Y2 upwards	400
Part fund residential	1,500
Additional After School Sports Club - BCA staff	1,200
Mental Health:Yoga & Mindfulness	100
Additional NEW sporting equipment	1,000
Additional Motivational Boxercise	500
Additional Dance Fit	500



## Sport Premium Overview of Spending 2017-18



## **Overview of key priorities:**

### **In 2017-18, PE and Sport Premium was used to raise standards across 5 key areas:**

1. To ensure all pupils engage in regular physical activity- kick starting healthy active lifestyles
2. To raise the profile of PE and sport across the academy
3. To increase the confidence, knowledge & skills of all staff in teaching, learning and assessment PE and sport
4. To develop a broader range of sports and activities offered to all pupils
5. To increase pupil levels of participation in competitive sport – both intra and inter school

PE and Sport Premium: Key outcomes							
Objective:	Academy focus/ planned impact	Actions	Person responsible	Timescale	Monitoring/ Evidence	Success Criteria	Evaluation of impact/next steps
To ensure all pupils engage in regular physical activity- kick starting healthy active lifestyles	<u>All pupils;</u> *engaged in at least 2 hours of sport each week, with many taking part in more than this *provided with positive experiences with safe, well maintained and up to date equipment in a range of sports and activities *encouraged to become involved in exercise	<u>Provision for;</u> 1. A range of after school clubs including boxercise, athletics, girls football, boys football, dance and cheerleading through use of YDP coaches 2. Use of YDP coaches to actively engage children at lunchtimes through football and dance 3. Audit and replacement of current equipment to ensure that the children have the maximum opportunities for high quality PE 4. Extra after school clubs delivered by BCA Teaching Assistants	Sport leader	Termly	Yearly Sport TALE  Lesson observation & learning walks  Class logs of PE kit in school	*All children receiving two hours of quality PE weekly  *Tracker shows increased uptake of clubs places.	<i>-Teachers have tracked PE lesson attendance and been able to identify those not bringing correct kit and bring this up with parents at Parents Evenings. This will continue.</i>
			Sport Coaches	Spring term	Teachers to take register for PE lessons  Lesson observation  Sports coaches progress reports  Clubs tracking data	*Increased number of children being involved in lunchtime sports	<i>-Lunchtime football filled to capacity each lunchtime (use of registers) so increase in uptake, this will continue.</i>  <i>-Clubs tracked and those who do not attend any questioned through pupil voice, a main reason was prior commitments (attending Mosque)</i>  <i>-MI offered netball and continues to do so, although numbers are low. Need to review why.</i>  <i>-JM offered rugby but numbers were low, look to find out what other sports chdn would prefer and offer these instead</i>
To raise the profile of PE and sport across the academy	<u>All pupils/staff;</u> *increased awareness of the importance of PE for health and how it can help	1. Teachers to embed the '5 a day' and 'Go Noodle' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format across the academy	Sport leader  Class teachers	Spring term	Learning walks Session obs of 5 a day in practice  Observation of identified children	*Children having at least 5 to 10 mins rigorous exercise daily. Improved levels of physical activity	<i>*KS1 favour 5-a-day and use it regularly, enabling children to participate in physical activity throughout the day. PE Lead to ensure</i>

	with learning in other areas				showing change over time.	<p>*Pupil and staff voice shows raised levels of engagement. *Increased concentration during lessons.</p> <p><i>new staff also use daily. *Go Noodle used with some KS2 classes. Need to relaunch this to ensure physical activity opportunity is maximised for all children.</i></p> <p><i>*Informal pupil voice showed that chdn across all year groups have used either at some point although some more regularly than others.</i></p>
To increase the confidence, knowledge & skills of all staff in teaching, learning and assessment PE and sport	<p><u>All teaching staff:</u> *confident in delivering PE lessons *coaches improved awareness of inclusion</p>	<ol style="list-style-type: none"> <li>1. Sport Leader to attend training on developing PE across the school</li> <li>2. GAT sport partnership to provide one day CPD on gym training for all staff</li> <li>3. Develop systems for assessing pupils attainment, progress and levels of fitness in PE and sport</li> </ol>	<p>Class teachers</p> <p>Sport Leader</p>	Ongoing	<p>Lesson observations show that teaching PE is good +r or improving strongly</p> <p>Staff voice Pupil voice</p>	<p>*Quality of PE lessons taught by non PE specialist staff is of a good or better quality *Pupil engagement and enjoyment levels are raised *Assessment systems in place and effective</p> <p><i>*All training days attended and ideas disseminated back to all staff. This supported teachers in delivering effective PE lessons.</i></p> <p><i>*All staff attended 1 twilight session for Move off and think and 1 full day of outdoor PE. Lunchtime supervisors also attended active playtime training. This increased the physical activity on the playground for children at lunchtimes.</i></p> <p><i>*PE assessments tracked on Target</i></p>



	opportunity to measure their sporting ability against others		Class teachers		Long term plan for Intra-Academy events	sportsmanship displayed	<i>*Academy placed higher than previous years in trust athletics due to increase in training delivered by Coach at lunchtimes. This proved successful and will be replicated next year. *Use of sport blog to share sporting events and fixtures in order to raise profile with parents. *Sport lead collaborated with other Peterborough primary academies to hold first GAT PBO football tournament.</i>
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#### PE and Sport Premium: Key outcomes

Key Evaluative questions	Emerging 'in year' trends, issues, further actions
<ul style="list-style-type: none"> <li>Is pupils' progress being rigorously and accurately tracked in sport?</li> <li>Does this demonstrate that pupils are making at least expected progress? Are any particular groups underperforming?</li> <li>Where any concerns about pupils' progress are indicated is suitable action swiftly taken?</li> <li>Are levels of fitness improving? How do we know? Rigorous?</li> <li>Is the Q of T,L&amp;A in PE lessons the same as in other subjects?</li> <li>Is there consistency across coaches/teachers?</li> <li>What proportion of teaching observed good or better? If not, why not?</li> <li>Is pupils' behaviour better/worse in PE lessons? For groups/individuals/by staff member/sport offered? How have pupils responded to new sporting experiences offered/visit from professionals?</li> <li>Is kit in school improving for those previously identified as not always having? What are % with/out?</li> <li>What is uptake of additional sport provision? Improving? Any variations? Why?</li> </ul>	<p><b>-Progress being tracked at data collection points, but not rigorously and missing data for some year groups (1 and 3).</b> – <i>Assessments to be tracked more tightly across whole school by sport lead and teachers to be held accountable. Assessments can be made with the input from sports coach too.</i></p> <p><b>Children across KS2 all believe that they work hard in their PE lessons and often sweat.</b> – <i>Pupil voice conducted with a selection of 22 pupils, in which 100% said the sweat in their lessons because they work hard. CPD on "Sweat and Smiles" has clearly been effective and implemented by staff.</i></p> <p><b>All classes offered the opportunity to attend a multi-skills festival in order to participate in a sporting event with other academies.</b> – <i>All children positive about these opportunities (Pupil Voice) but generally want more opportunities like this. PE lead to think about how to maximise sporting events both inter and intra.</i></p>



	<p><b>Kit has been racked more rigorously, which has resulted in more children participating in PE .</b> –<i>This will continue for next year, but Sports coach to collect in registers at the end of each half term and analyse to check of any key pupils missing PE/kit and investigate why.</i></p> <p><b>Through informal learning walks, behaviour has been better for class teacher than external sports coaches. This could be due to external coaches not upholding academy behaviour policies as tightly and not knowing the children as well.</b> –<i>No external coaches for the next academic year, all PE to be taught by own staff, one lesson by class teacher and one lesson by academy sports coach. This will ensure behaviour expectations are consistent with every other subject and children with specific needs are well-known and can be supported fully.</i></p>
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