Primary Sports Premium Action Plan 2016-2017

Anticipated funding for this year is **£8,105**, although this may fluctuate slightly due to numbers on roll. Projected costings may vary due to the availability of resources and changing needs of certain year groups. This action plan review sets out how we intend to utilise the funding this year.

While ensuring the students at Victoria Education Centre continue to receive a broad and balanced curriculum and full enrichment offer, we plan to use the Primary Sport funding to:

Area of Focus (RAG Rated)	Evidence	Key Actions to improve provision	How funding has been used to deliver the actions	Funding Breakdown	Impact
Ensure students learn the importance of a lifelong healthy active life style through new opportunities where they will take part in physical activity on a daily basis, recording their progress.	Not all students and staff access daily activity on a regular basis. Evidence has shown that regular activity improves physical, social and mental well-being. Evidence in the new childhood **'obesity strategy'** highlights the link between exercise and health.	Daily mile (linked to Sainsbury's Road to Rio) Students are to be involved in daily Welcome /Wake and Shake programme: completing a mile course set-up at school. As many staff as possible to complete the daily mile. Promote the Daily Mile in the school newsletter, social media and on the web site. Opportunities to celebrate success in school assemblies.	Set-up an established mile route with clickers to record student's daily progress. Record each week how many miles the school does on the 'Road to Rio.' Time to set-up and record results each week and time allowance for IT web and social media impact. Develop a regular reward system to encourage students to be fully involved and motivated.	Set-up costs of route £200. Staff to assist in the recording of information – ½ hr a week, plus IT support £300.	Students improve physical, social and mental well-being through regular daily exercise. (Bench line assessment and end of term assessment.) Student's gain a sense of achievement by recording distance and trying to complete the Sainsbury's Challenge. Opportunities for staff and students to work together towards a common physical goal improving connectivity in the Centre. Students are more motivated to achieve.

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Ensure all primary students have access to high quality sensory Physical Education if appropriate	Programmes for students requiring sensory experiences in Physical Education have been limited to the few external opportunities available. Some PMLD students access very little PE due to their other personal needs.	Adjust school timetable to allow for a whole day dedicated to 'sensory PE' Additional resources researched and provided which can be set up in the sports hall on the sensory day. Staff trained in Special Olympics MATP physical opportunities. Use MSI curriculum to base students learning and curriculum provision. Rebound therapy available all day and during lunch/after school. Visiting specialists invited to work with staff and students. Physiotherapy and PE team work together to deliver shared outcomes. Moderation of activity and achievements/progress by linking with similar schools and cohorts.	Staff training in Special Olympics MATP plan (physical). Additional consumable resources for sensory PE (messy play and trail). Additional resources available to create effective environment (switches etc.) Additional time provided to allow for OSHL to take place (using rebound therapy and movement to music). Expenses incurred by visiting specialist and moderation visits. (time and travel).	£200 £300 Visiting specialists £500	Students accessing more appropriate Physical Education programme which is set up specifically for them. Opportunities for students to access physiotherapy in a different environment. Opportunities for class/teaching staff to learn from therapists while working with individual students. Students able to access longer Rebound therapy sessions. Students access sensory OSHL at lunch and after school. Moderation of activity with external colleagues allows better opportunity to plan for future activity. Students access new technologies and experiences through shared knowledge externally.

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Further enhance working practice between Therapy and Physical Education Teams by providing a joined up functional offer for every primary student to enable them to benefit in the most effective way from physical activity.	Therapy and PE work quite independently of each other towards different targets.	Work with and provide training for the Therapy team so that we can achieve common targets for the student. By working alongside each other to develop student's skills in PE as well as their supporting their physical needs.	ICT Course delivered to therapy and PE Staff to help establish and agree common targets. Identify a member of Therapy staff to work alongside PE on a regular basis, to help develop the physical links between Therapy and PE.	£350 P/t 2 days a week - cost of PE staff working in a physio link support role - £4,600 approx.	Students spend allocated time in PE working on agreed targets that improve physical needs and PE performance. Therapy and PE teams have a good understanding of how to support each other to achieve agreed goals for the student. Students achieve higher levels of success in P.E.
Improve the opportunities for students to access level one school games	Students take part in various sports clubs during lunch time and after school however there is little competition during this time.	Use established clubs to allow for individual ladder style competitions. Use established achievement assemblies to award termly awards. Ensure competitions cater for every student not just the most able. Sports Leaders from upper school used to umpire and organise games. Promote the competitions in school news letters, social	1.5 hours per week physical activity assistant (PAA) time allows for administration and organisation. Trophies for each sport (Boccia, Table Cricket, Polybat, MATP physical). PAA MATP training. Occasional time allowance for IT web	1.5 hrs a week PE assistant time. £500 approx. Trophies - £150.	Students understand competitive elements to the games they are playing while enhancing their tactical awareness. Confidence and independence is improved. Profile of sport raised with assembly structure. PMLD students access competitive opportunities.

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		media and web site. Externally celebrate success on school games website.	and social media/blog impact.	1hr a month IT support £100 approx.	
Improve the opportunities for students to access level two school games	Students who are on a school team or who are achieving well individually access level three school games. Other students (particularly primary) rarely get opportunities to play against other schools competitively.	Identify primary students who have had little inter school competitive opportunity. Set up fixtures with main stream and special school networks: Table Cricket, Boccia, Polybat, Powerchair Football and MATP PMLD. Celebrate success within established school framework. Promote competitions using social media to ensure parents/carers are aware of events. Use School Games blog to celebrate events. PMLD events recorded in their own schools due to the complexities of moving them externally.	1.5 hours per week PAA time dedicated to competitive opportunities. Extra staffing needed to run OSHL fixtures when visiting external schools. Transport to and from different venues. Occasional time allowance for IT web and social media impact. Additional support needed for PMLD students to access the programme.	1.5 hours per week time to support L2 games organisation £500. Staff hours – TBC Petrol costs £300 approx. Extra staffing costs per hour. £100 approx.	Students enhance their understanding of competitive sport while having the opportunity to represent Victoria Education Centre. Self esteem and confidence boosted within student population. PMLD students access inter-school competition for the first time. Students are able to celebrate success in front of peers during assembles.

PE Teacher: Hannah Parry

Headteacher: Simon Brown