

APA Sport Premium Impact Report AY2018-19

There were 30 pupils in the 2019 cohort. Of those pupils, the following percentage met the national curriculum requirement to:	
Swim competently, confidently and proficiently over a distance of at least 25 metres	67 (20 pupils)
Use a range of strokes effectively	40 (12 pupils)
Perform safe self-rescue in different water-based situations	13 (4 pupils)

Action Plan and Budget Tracking

Academic Year: 2018/19	Total fund allocated 2018/19: £18,860 Note: the academy has allocated an additional £12,713 to create a combined total fund of £31,573	Date Updated: July 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation: 35% (£11,079)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To further improve the quality of PE delivery in the academy in order to engage and motivate all pupils.	To embed the high-quality delivery of the PE scheme of learning throughout the academy via a comprehensive CPD programme.		PE scheme of learning created by J Heald (Head of PE and Sports Coach), liaising with other members of staff.	Continue to review and develop the scheme, creating a wider range of sports for pupils.
To provide modern facilities in order to encourage children to be active during and out of PE lessons.	Improving the MUGA by adding new multi-use goals and a more appropriate flooring (marked pitches, lines etc.)	10,972	To be reviewed 2019/20	Flooring has long guarantee of quality and requires very little maintenance.
	Spare PE kits – Children to be able to take part in lessons using kit provided by the school if they do not have their own.	107	To be reviewed 2019/20	PE kit to be available through school or via the uniform shop ready for Sep 2019
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: 33% (£10,270)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Pupils to be aware of the central role (and benefits) of PE in the academy	Further develop the 'house system' in PE to promote intra-academy sport – purchase bibs to be able to place children in teams during events.	196	Gives Sports Day a competitive element for those children who enjoy it. House teams mean that no child feels unsuccessful; all feel they have contributed to a common goal.	House system to be important part of more aspects of the academy.
Pupils to clearly recognise the positive impact of active engagement with PE initiatives e.g. improved health, development of sports-related skills (that are transferable to other aspects of life)	Sports day supplies – helping to create an inclusive Sports Day experience that has 'Sports For All' at its core.	29	Kings Camp games being played at break times – providing more structured play opportunities.	Activities require no specialist equipment and children become 'experts' who can then pass on their knowledge to lower year groups as they move on.
	Kings Camp to deliver training to all pupils in engaging activities, to encourage co-operative play during break times.	n/a		
	Sports Leaders Award training, to help with the running and organisation of intra-academy sport.	207	Sports Leaders ready to organise and run our intra-academy sporting events (commencing next academic year).	Y4 selected for SLA so they can be in the position for at least two academic years. By next year there will be up to 30 Sports Leaders in school.
To provide modern facilities in order to encourage children to be active during and out of PE lessons.	Gym equipment – to be used during PE lessons and Healthy Living Education sessions. Placed in the playground for use during free time (supervised).	9,838	To be reviewed 2019/20	Equipment to be regularly used and maintained by sports leaders/school council.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% (£2,959)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Improve the variety of quality of PE and sports-related opportunities for all pupils.</p>	<p>A planned programme of CPD, utilising specialist teachers/trainers e.g. dance specialists, to improve the practice of APA staff</p> <p>Staff to have the opportunity to participate in the sports that they are going to be teaching to the children</p>	<p>2,959</p>	<p>J Heald (Head of PE and Sports Coach) delivered a high quality CPD programme, supplemented by additional specialist support from TAH staff e.g. H Whincup).</p> <p>Resources for staff produced and placed in a central location.</p> <p>Staff engaging with sport and driving sport as a vehicle for whole school improvement.</p>	<p>More specific CPD</p> <p>Larger bank of resources and ideas for staff.</p> <p>Utilise the skills of APA staff to deliver more sports activities.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 18% (£5,577)</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>A range of additional activities offered through the after-school provision (sometimes off-site at Trinity Academy Halifax) e.g. football, hockey, tag rugby, cricket and tennis.</p>	<p>A coherent after-school provision is established, well-communicated and inclusive to all:</p> <p>Touch ball kit</p> <p>Cricket Equipment</p> <p>Kickboxing (Specialist Coach)</p> <p>Martial Arts (Specialist Coach)</p> <p>Sports Clubs delivered by APA staff</p> <p>Equipment to be used during after-school provision</p> <p>Y6 and Y5 pupils to be given additional opportunity to develop their swimming skills before moving on to senior school.</p>	<p>350</p> <p>187</p> <p>890</p> <p>800</p> <p>750</p> <p>1,000</p> <p>1,600</p>	<p>A number of popular after school clubs with a high number of participants.</p> <p>Clubs were over-subscribed throughout the school year.</p> <p>Still a number of Y6 children who do not meet NC swimming levels.</p>	<p>Intra-academy competition.</p> <p>National competition.</p> <p>Will be reviewed during 2019-2020 academic year.</p> <p>Quality and time in pool to be reviewed.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 5% (£1,688)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To actively support, across all year groups, all competitive sport initiatives within a reasonable geographical distance.	<p>To attend all competitive events run by:</p> <ul style="list-style-type: none"> • North Halifax Cluster of Schools • Trinity Academy Halifax (TAH) <p>Use of TAH transport in order to access more events.</p> <p>Fleeces for children – more lessons to take place outside, even during colder months. Fleeces also utilised for external sporting events.</p>	1,688	<p>More children qualifying to compete against the whole of Calderdale through cluster success.</p> <p>Children representing Calderdale in West Yorkshire competition.</p> <p>To be reviewed in AY2019-20</p>	<p>Reputation of APA enhanced with partner organisations, leading to the opportunity to take leadership roles in certain sporting events e.g. the TAH Primary Sports Day.</p>