



## PE - School Sport Development Plan – 2019/2020

### **Jerry Clay Academy**

#### **Key achievements to date:**

- As part of the Outwood Together group, we have part-funded the cost of a new sports co-ordinator, Kyle Dench (ACE Sports).
- We have participated in a range of tournaments run by Outwood Together as well as other sports groups including football, netball, benchball and tag rugby.
- Some funding has been assigned to taxis for transport to and from tournaments.
- Worked with ACE Sports covering co-ordinator release in school.
- Continued swimming lessons in Year 5, then Year 4.
- Teachers have used the assessment format in PE lessons. In addition to this, Kyle Dench provided staff training in utilising Coach’s Eye effectively in PE lessons.
- Offered a range of After School Clubs to all year groups; these specifically targeting Outwood Together organised tournaments for specific age groups
- Established a ‘Sports and Healthy Lifestyle’ committee within the school council with a focus to create a ‘tuck shop’ for children on a Friday.
- Received School Games Mark – Gold at the start of the year and applied for next year’s award, receiving gold
- In line with the ‘Gold’ criteria for the School Games mark, we have started to use the Active School Planner resource.
- Allocated part-funding to Tania Hoyte (Fearless dance) who is delivering sessions to all classes (one day a week)
- School health survey to be completed by children to demonstrate participation and health in children

|   |                                    |
|---|------------------------------------|
| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?       |                                    |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |                                    |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                               |                                    |



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| <b>Academic Year:</b> 2019/20  | <b>Total fund allocated:</b> £17,799  | <b>Date Updated:</b> September 2019 |  |  |
|--|---|-------------------------------------|--|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> 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:<br>%   |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                  | Evidence and impact:   | Sustainability and suggested next steps:   |
| <p>Continue to ensure that children are enthusiastic about the playtime sheds.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will be more active at playtimes.</li> <li>Behaviour improvement as children will be occupied with equipment.</li> </ul> | <ul style="list-style-type: none"> <li>KF to liaise with the Playground Pal leader (JK) to monitor the need for new or up-to-date equipment.</li> <li>Playground Pals to continue to lead the use of equipment on the field at playtimes.</li> <li>Junior Leaders responsible for sport to establish and deliver a fitness lunchtime club.</li> </ul> |                                     | <ul style="list-style-type: none"> <li>Behaviour book.</li> <li>Pupil voice</li> </ul>   | <ul style="list-style-type: none"> <li>Constantly evaluate the need to update the sheds.</li> <li>Ensure that sheds are always tidy and accessible for all children at playtimes.</li> </ul> |
| <p>Callam Sanderson to assess fitness of children.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children become fitter and understand the importance of this.</li> <li>Children strive to achieve better.</li> </ul>  | <ul style="list-style-type: none"> <li>Bleep test for each class at the start and end of the year.</li> <li>Callam Sanderson to monitor fitness of children that he works with week-by-week.</li> <li>Callam Sanderson to promote 'personal best' and 'fitness' language.</li> </ul>  |                                     | <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Fitness tracking.</li> </ul> | <ul style="list-style-type: none"> <li>See which children need improvement and assess how this can be done.</li> </ul>   |



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| <p>Offer children a different after school clubs across both Key Stages to increase opportunities to develop a healthy and broad range of skills/interests to help achieve a healthy lifestyle.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Increased participation and engagement in after school clubs.</li> <li>• Teams where this links with tournaments are more prepared to succeed against other schools.</li> <li>• By subsidising the costs, the clubs are accessible for children of all backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Plan out a yearly timetable for after school activities which focus on the children’s interests (publish this in school, out to parents and on the website). The After School Club questionnaire feedback can be used to plan these clubs.</li> <li>• After school clubs run by TSS sports on Mondays and Fridays (See ASC timetable)</li> <li>• After School Clubs run by ACE Sports on Tuesdays</li> <li>• After School Club run by Fearless Dance on Thursdays</li> <li>• Subsidise club costs to help increase uptake. This includes fully subsidising for PP children.</li> <li>• Keep a register of participants.</li> <li>• For the spring term onwards, look into having more After School Clubs that include Reception.</li> <li>• After School clubs to be organised to ‘build a team’ eg, football in each year group.</li> </ul> | <p>Included in cost of ACE SPORTS (£12,188.50) – to be updated as the year goes on</p> <p>Included in the cost of Fearless Dance</p> | <ul style="list-style-type: none"> <li>• Registers</li> <li>• Timetables</li> <li>• Pupil Voice</li> <li>• Parent extra- curricular club questionnaire.</li> </ul> | <ul style="list-style-type: none"> <li>• Be reactive to parent questionnaire.</li> <li>• Update ASC providers with key feedback etc.</li> <li>• Admin team to track and update TP/KF on costings for clubs.</li> <li>• Ensure that some clubs act as development squads to nurture talent.</li> </ul> |
|  |   |  |  | <p>Percentage of total allocation:</p>  |



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| <b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>  |   |                    |  | %   |
|--|---|--------------------|--|---|
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>Continue to develop the use of assessment in school.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children are assessed individually and more thoroughly.</li> <li>Children are shown clips of themselves in lessons and can discuss improvements for the future.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Callam Sanderson (ACE Sports) to work alongside staff in PE assessment.</li> <li>Kyle Dench (ACE Sports) to deliver further staff CPD on using 'Coach's Eye' App, this time, modelling using it within a lesson.</li> <li>KF to monitor the use of this on staff share.</li> </ul> |                    | <ul style="list-style-type: none"> <li>Staff confidence (questionnaire)</li> <li>Observations etc.</li> <li>Photographic and video evidence on staff shared</li> </ul> | <ul style="list-style-type: none"> <li>KF to track assessment use.</li> <li>KF to track evidence of PE on staff shared.</li> </ul>  |
| <p>As part of developing knowledge of 'Healthy and Active Lifestyles', maintain and develop the 'Tuck Shop' at playtimes, run by the School Council.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will be encouraged to eat more healthily, KS2 children will have access to fruit at playtime.</li> </ul> | <ul style="list-style-type: none"> <li>School Council to lead an assembly on the tuck shop.</li> <li>Evaluate potential new orders/what has been effective.</li> <li>Look at possibility of fresh fruit at the start of the week.</li> </ul>  |                    | <ul style="list-style-type: none"> <li>Pupil voice</li> <li>School Council meeting minutes.</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate the need for different foods.</li> <li>Reactive to what children want.</li> <li>Ensure that the food meets healthy school standards.</li> </ul> |



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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>Utilise sports coaches/teachers effectively to develop staff.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Increased participation and engagement.</li> <li>Opportunities for teachers and TA's to watch PE coaching sessions.</li> </ul> | <ul style="list-style-type: none"> <li>Callam Sanderson (ACE Sports) to be used as an extra resource to utilise</li> <li>Tania Hoyte to work with staff over the year. TP/KF to create a timetable for staff to work with Tania. Tania will teach a lesson, staff in will be in within this session to observe new or developing skills used. Staff to work alongside Tania to deliver sessions.</li> <li>Create a questionnaire to assess which area teachers feel that they lack confidence in, do the same at the end of the year.</li> </ul> | <p>£12,188.50</p>  | <ul style="list-style-type: none"> <li>Registers &amp; planning.</li> <li>Re-evaluate after observations of coach.</li> <li>Teacher's confidence questionnaire.</li> </ul> | <ul style="list-style-type: none"> <li>KF drop-ins to evaluate the standard of lessons.</li> <li>Staff questionnaire to show what they have learnt from the sessions.</li> </ul>                            |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | 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>Ensure that children participate in a range of sports in the PE curriculum and are engaged in doing so.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children access different</li> </ul>   | <ul style="list-style-type: none"> <li>Look into opportunities that local sports clubs offer.</li> <li>Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>   |                    | <ul style="list-style-type: none"> <li>Observations/ planning,</li> <li>Pupil voice.</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>KF to monitor PE planning.</li> <li>Organise more theme days, working with the local community.</li> <li>Organise trips to watch professional sport being</li> </ul> |



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| <p>sports and learn the rules etc in doing so.</p>  |   |  |  | <p>played, i.e. cricket in Leeds</p>  |
| <p>Ensure that children participate in a range of sports following the Outwood Together competition timetable</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• They develop the skills and knowledge required to participate within the specific sporting area</li> <li>• Develop teamwork and communication skills when participating in sporting areas within specific age groups</li> </ul> <p>Develop personal skills, such as perseverance and determination within a competitive environment</p> | <ul style="list-style-type: none"> <li>• Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>        |  | <ul style="list-style-type: none"> <li>• ASC timetable throughout the year</li> <li>• Observations/planning</li> </ul> | <ul style="list-style-type: none"> <li>• KF to monitor PE planning.</li> <li>•</li> </ul>                           |
| <p>Continue to update PE equipment in school when needed.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Sports equipment is always the most up to date that it can be.</li> <li>• Children have access to the best sports equipment in PE lessons and after school clubs.</li> </ul>  | <ul style="list-style-type: none"> <li>• KF to assess equipment and update equipment when necessary.</li> <li>• Kit to be updated/renewed when needed.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Audit regularly completed</li> <li>• Pupil voice.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Order more equipment when needed, after need has been assessed.</li> </ul> |



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| <b>Key indicator 5: Increased participation in competitive sport</b>  |   |                    |  | Percentage of total allocation:   |
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|   |   |                    |  | %   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>Continue the use of a Sports Co-Ordinator through the Outwood Together SLA.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>PE is enhanced further with advice from someone else. Updates are given regularly both through meetings and through regular e-mail updates.</li> </ul>   | <ul style="list-style-type: none"> <li>Use the sports co-ordinator for extra advice for teaching PE.</li> <li>Three PE themed assemblies to be planned throughout the year.</li> <li>Use the sports co-ordinator for developing</li> <li>Teaching skills alongside ACE Sports and Fearless Dance</li> </ul> |                    | <ul style="list-style-type: none"> <li>Teacher questionnaire.</li> <li>Impact of OutTog PE.</li> </ul>             | <ul style="list-style-type: none"> <li>KF to report back on effectiveness to OutTog.</li> </ul> |
| <p>Ensure that children participate in a range of sports following the Outwood Together competition timetable</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>They develop the skills and knowledge required to participate within the specific sporting area</li> <li>Develop teamwork and communication skills when participating in sporting areas within specific age groups</li> </ul> | <ul style="list-style-type: none"> <li>Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>  |                    | <ul style="list-style-type: none"> <li>ASC timetable throughout the year</li> <li>Observations/planning</li> </ul> | <ul style="list-style-type: none"> <li>KF to monitor PE planning.</li> </ul>                    |



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| <p>Develop personal skills, such as perseverance and determination within a competitive environment</p>   |  |  |   |   |
| <p>Attend inter-school sporting events run by Outwood Together and other sporting companies.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will compete, competitively, in a wide range of sports, against other schools.</li> </ul> | <ul style="list-style-type: none"> <li>Share the timetable of tournaments with staff.</li> <li>Ensure staff plan some of their yearly timetable around the tournament timetable so that children are as prepared as possible for the tournament.</li> <li>Timetable a lunchtime and afternoon each week where Adam Smith can work with children involved in tournaments so that they are prepared to attend.</li> <li>Ensure After School clubs are planned around the tournaments – KF to lead.</li> <li>Participate in the Outwood Together competitions</li> <li>TP to look into other competitions led by other companies/clubs to participate in.</li> <li>Utilise sports premium money for taxis/coaches for transport.</li> </ul> |  | <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Tournament registers</li> <li>Tournament results</li> </ul> | <ul style="list-style-type: none"> <li>Ensure PE planning runs alongside tournament dates.</li> <li>Ensure Adam Smith is updated with key tournament dates.</li> <li>Research different tournaments to participate specifically in in areas we are successful.</li> </ul> |





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| <p>Organise termly intra-school competitions and participate in inter-school competitions, so as to develop pupils team working skills and enhance children’s ability to set goals/personal bests.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Children have the opportunity to work together in the school setting.</li> <li>• Children who are not chosen to represent the school in tournaments can still learn the skills/rules of different sports.</li> </ul> | <ul style="list-style-type: none"> <li>• Organise as a staff events which children could compete in using the yearly planner from each class – this is to be built into the long term plan.</li> <li>• Utilise school field with goal posts for lunchtime competitions.</li> <li>• Callam Sanderson (ACE Sports) to lead on some of this (Personal bests etc), showing how this can be implemented in PE lessons.</li> <li>• Tania Hoyte (Fearless Dance) to lead on some of this (Personal bests, learner traits etc), showing how this can be implemented in PE lessons.</li> <li>• Cross-year group football matches weekly to be run by the learning mentor.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Audit findings</li> </ul>                          | <ul style="list-style-type: none"> <li>• Be reactive to need and interest from children at our school.</li> <li>• Be reactive to children that need extra support for behaviour at playtimes.</li> <li>• Ensure Adam Smith is updated with latest key dates.</li> </ul> |
| <p>Develop the skills of higher ability children to become more competitive in tournaments.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Children have the chance to</li> </ul>  | <ul style="list-style-type: none"> <li>• KF to work with Development Squads, timetabled in ASC</li> <li>• Mr Swinburne to coach higher ability footballers in Y5/6 to develop teamwork skills. This will be once a week after school (TBC)</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Tournament success/ readiness.</li> <li>• Participation at ASC</li> </ul> | <ul style="list-style-type: none"> <li>• KF to be reactive to different sports and adapt to the Outwood Together competition timetable</li> </ul>   |



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| <p>develop skills in different sports and get more fine-tuned coaching to suit their ability.</p>   |   |  |  |   |
| <p>Develop the Football area within the local community</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Local community groups have increased access to sports provision</li> <li>Children who enjoy playing football can do so competitively against other schools.</li> </ul> | <ul style="list-style-type: none"> <li>Investigate the possibility of more frequent football fixtures.</li> <li>Continue with the tournament at JCA (Summer term).</li> <li>In-line with the Football Leagues in OutTog, fixtures to be played against other schools.</li> <li>Continue to allow Wrenthorpe Rangers to utilise</li> <li>the schools facilities for matches and training.</li> </ul> |  | <ul style="list-style-type: none"> <li>Register of use</li> <li>Pupil voice</li> </ul> | <ul style="list-style-type: none"> <li>Investigate football tournaments.</li> <li>Ensure football fixtures are adhered to.</li> </ul> |