

## SPORTS GRANT PLAN 21 22

### Sports profile:

-School has good sports profile: Full time coach who also links to holidays and after school clubs// engage competitively interschool and intraschool.

-Growing SEN profile - inclusion therefore a key focus area

-Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (generally SEN as well as PP and/or pastoral concerns) is an ongoing priority for school.

### Specific challenges:

-Concerns re mental health of pupils- incl in the aftermath of pandemic- including concerns re ability to self regulate/ emotionally regulate; re ability to play- social and emotional.

-Disparity in confidence levels- see above.

-Health and fitness of less confident

-Health and fitness and willingness of pupils generally-

### Aims: long term:

- For all pupils to have a positive attitude towards physical activity and sport and to recognise its many benefits, including health;
- For all pupils to have pursued or be currently pursuing an interest in at least one sport and to want to continue with some form of sport when they leave Minchinhampton;

### Aims: medium term:

Given the above profile and challenges, we are pursuing two key aims in the medium term:

- A: For all pupils to take opportunities to nurture their mental health and wellbeing within the school day.
- B: For all pupils to be aware of the need for and take the opportunity to engage in physical activity and look after their health and fitness- **outcomes fully inclusive**
- B: To ensure all pupils have opportunity to engage in and enjoy competitive sport either intersch or intrasch- **outcomes fully inclusive.**

## RECENT HISTORY

### Key actions recently taken

a. Interschool competition: We have taken part in all events on offer from local sports partnerships.

We have run our own tournaments where there was a lack- eg netball, basketball, football

b. Intraschool competition: Competitions in school run by coach / using Yr 6 leaders to support.

c. Range of sports on offer: New sports introduced including frisbee, golf, dodge ball, hand ball.

d. Specialists: Coach employed 5 days a week; Good connections with local coaches- eg local tennis coach

e. CPD: Support from PE subject leader and coach in resourcing and delivering PE/ sports.

f. Resources: Yearly audit and re-order. New PE shed. Investment in permanent and semi-permanent resources eg Muga and barriers

g. Infrastructure: Cycle racks installed; Muga development; Running track built; Shipping container purchased and developed for mindfulness and Nurture;

h. Lunchtimes: use of scrapstore

i. Links/ relationships: Kickoff link- now running holiday club

j. Mental health & wellbeing: Mindfulness training for staff;

k. Health education:

### Positive results of actions:

a. Interschool competition: History of good participation rates and strong performances in interschool competitions eg district sports cup/ swimming cup. Good use made of MUGA for inter school tournaments.

b. Intraschool competition: All pupils at Minchinhampton have some experience of competitive sports

c. Range of sports on offer: Sports more inclusive with opps for all pupils to encounter new sports/ creating a more level playing field when competing– and develop an interest.

d. Specialists: Pupils receiving specialist coaching from dedicated coach

e. CPD: see mindfulness paws b

- f. Resources: PE sheds well stocked and curriculum
- g. Infrastructure: Cycle racks now pupils cycling to school; Muga increased range and effectiveness of sports provision; Running track led to daily run/ walk= improved fitness as well as cycling; shipping container use = improvements in mental health;
- h. Lunchtimes:
- i. Links/ relationships: many pupils gaining from link between in school sports– after school clubs and holiday club
- j. Mental health & wellbeing: Mindfulness now taught to all KS2 classes- PawsB programme; Mindfulness sessions in class by class teachers;

(See tables of results below)

**NEXT STEPS:**

**Outstanding Need:**

- a. Interschool competition: sports competition v limited over covid. Some gaps eg basketball.
- b. Intraschool competition: Again impacted on by Covid and could be more regular opportunities
- c. Range of sports on offer: more intra- school possibilities needed post covid,
- d. Specialists: Scope for more specialists into school post Covid- to boost the offer provided by in house coach
- e. CPD: consider CPD re health and mental health- cos of need- eg factsforlife
- f. Resources:
- g. Infrastructure: new shipping container for bikes
- h. Lunchtimes: issues at lunchtimes- cos of dysregulation
- i. Links/ relationships: develop kick off further - into other schools in DGAT
- j. Mental health: signif number of pupils emotionally dysregulated from spring 22;

**Therefore Now:**

**Spending priorities for Sports Grant 21/22:**

Area of devpt	Action	Cost	Evaluation/ Sustainability
a. Interschool competition:	*Re-engage in Atlas programme of sports competitions. *Enter a wider range of competitions through local sports association and School Games. Impact: More children entering inter school competitions in different sports. Focus on inclusion – on most pupils possible involved	Atlas Sports: £200	*Sport audit tool: track number of pupils taking part in inter-sch sports for all.  37% of pupils taking part in inter-school sport
b. Intraschool competition:	New intraschool timetable drawn up: *Wednesday am's introduced - sports mornings for phases *Tuesday pm class extra sport introduced	£600	*Sport audit tool: track number of intra-sch sports for all.  <u>All pupils</u> taking part in intra-school sports  *Interviews of pupils  *Reports by pupils- see comments on sports
c. Range of sports on offer:	*Build a programme of cooperative sports with strong links made back to	£600	*List of sports offered at Minch over 2 yr period created

	<p>pupil learning attitudes (including listening - see behaviour).</p> <p>*Build up bikes and go-carts for use during nurture/ sports interventions/ hols clubs</p>		<p>*Qualitative feedback re cooperative sports- quotes from pupils.</p> <p>See list of sports on offer below</p>
d. Specialist Support/ Leadership:	<p>*Continue employment of dedicated sports coach to maintain high profile for sports in the school. Full week- including sports clubs before and after school -</p> <p>* PE coach to develop leadership skills</p>	<p>£9000</p> <p>*PE lead to work with Stef Etherington on strategic overview and assessment -</p> <p>£700 (3 x ½ day)</p>	<p>*Build leadership 'team'- assistant head + coach</p> <p>*Yearly Facts4Life course undertaken by coach</p> <p>*Yearly visit by Stef Etherington with coach</p>
e. CPD:	<p>1.Facts for life - see below</p> <p>2.Audit of skills among staff</p> <p>3.Training for all- Twilight - Chris Powell - GHLL re gym or outdoor- Matt M</p> <p>4. PawsB training- Mindfulness</p>	<p>£500</p> <p>£600</p>	<p>*Continue to evaluate staff confidence and skill level. Next step - possibly dance CPD</p>
f. Resources:	<p>*Improve the facilities on offer during playtime and lunchtime to ensure all children are physically active:</p> <p>*To raise profile/skills in cycling to improve habits/ fitness</p>	<p>£1000</p> <p>* a fleet of school bikes + go-carts</p> <p>£1000</p>	<p><i>June 22: 74% of pupils participating in sports at lunchtime</i></p>
g. Infrastructure:	<p>*Shipping container for bikes;</p>	<p>£2000</p>	
h. Lunchtimes:	<p>*School captains /peer mediators/ introduced to support lunch play and wellbeing.</p> <p>*Resources for mediators ordered</p>		<p>*Interview/ observe peer mediators- governor evaluation day</p> <p><i>'DP met with Bethany, a Peer Mediator who explained her training &amp; role. She was required to intervene in a playground dispute that she resolved sensitively and successfully alongside a Lunch Supervisor. At all times she, and her role were treated respectfully. As she explained to me afterwards, 'Sometimes you have to use tough love, but with kindness.' Gov Eval Day 22</i></p>

			<p>June 22: 74% of pupils participating in sports at lunchtime</p> <p>*An increase in the number of children who are physically active during breaks</p>
i. Links/ relationships:	<p>*School support KickOff Stroud / act as hub for apprentice training &amp; devpt-coach as director</p> <p>*Sports coach attending/ supporting Minchkins;</p> <p>*Implement holiday sports club to provide more pupils with range of sporting activities</p>		<p>*Number of DGAT schools taking up offer raised</p> <p>*</p>
j. Mental health:	<p>*Yoga reintroduced for pupils and staff</p> <p>*Coach to support pupils with pastoral needs using physical activity.</p> <p>* Extend capacity to teach mindfulness to classes- to support pupil mental health</p>	£500	<p>*Second member of staff trained in mindfulness</p> <p>*See PawsB training</p>
k. Health education:	<p>*Reintroduce cooking into curric and clubs</p> <p>*Factsfor Life training-coach- to help deliver PSHE healthy living</p>		*Feedback from individual and group cooking sessions
l. Curriculum links:	*Explore possible links between PE and PSHE – see Facts4Life training		*identified on PSHE plan and delivered by coach
m. Assessment	*Introduction of whole school assessment tool. Impact: Staff will be able to identify achievements of all children in their classes and their next steps in learning.		*Target tracker statements created / assessed vs termly

**TABLE 2: Participating in Sports club outside or inside school this year**

	Yes
Boys	88
Girls	91
Total	179
(SEN)	11

**TABLE 3: Sports at lunchtime\_**

	Yes
Boys	78
Girls	87
Total	165
(SEN)	14