

## HAMILTON ACADEMY SPORTS PREMIUM PLAN AND REVIEW 2021 – 2022

### CONTEXT

During 2018 – 2020 the school worked to create a PE team (PE leader, Curriculum leader, PE Governor and MAT support) to raise the profile and improve provision of PE. A new scheme of work (The Power of PE) was implemented whole school and staff were trained and coached to implement the scheme of work. This academic year, coaching continues to take place to improve PE teaching in school. Due to the land lock of the site, the school has limited grounds. Teachers make use of the school hall for PE sessions as well as the outdoor playground and staff have developed a Forest school area over the last academic year, to support outdoor learning for all pupils, particularly early years.

Following the global pandemic, we are (more than ever) fully committed to provide our children with high quality structured PE in order to recover pupil's fitness levels and well-being. From Spring 2021 PE lessons recommenced, where children had the opportunity to participate in competitive sport through which they learned values such as respect, fairness and tolerance. Weekly PE lessons continue this academic year. We want every child to believe they can become athletes, to challenge themselves and achieve their sporting potential. We aim to equip our children with the skills and knowledge to lead a healthy and physically active future.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Implementation of a PE scheme (Power of PE).</li> <li>• A wide variety of sports/healthy lifestyle clubs offered to children, including outside Sports Clubs. (However, there was a break in clubs due to Covid).</li> <li>• Forest School training has enabled EYFS to further improve their physical development.</li> <li>• Sports events carried out such as City 7's and Sports for schools to raise the profile of sport in the community and physical activity.</li> <li>• Cross infant competitions carried out throughout the year. (However, there were no competitions during Covid19).</li> <li>• 'Up levelled' sports days carried out. (Virtually due to Covid19).</li> <li>• High quality sports equipment is available and safe for children including gymnastic equipment.</li> <li>• Children have a smart school PE uniform, which they wear with enjoyment.</li> <li>• All PE lessons are inclusive.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an assessment system with Educator (in line with the new scheme) for the MAT.</li> <li>• Implement an assessment tool/strategy to test pupil's skills/ability to support planning for progression from each individual child's starting points.</li> <li>• Baseline assessment to be used to establish pupils' starting points in fitness (bleep test/the daily mile for KS1 only), skills and ability.</li> <li>• Continue to coach staff and provide appropriate CPD including introducing skipping.</li> <li>• Ensure playtimes and lunchtimes are purposeful and effective in ensuring children's fitness and skills develop.</li> </ul>

Academic Year: 2021/22	Total fund allocated: £17,130	Date Updated: September 21														
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 78%													
Intent	Implementation		Impact													
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS												
<p>To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.</p>	<ul style="list-style-type: none"> <li>Continue to embed the 'Power of PE' scheme of work, to ensure consistent teaching across PE.</li> <li>Provide coaching support/model lessons when teaching is identified as less than good.</li> <li>Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sport and cooking).</li> <li>Staff CPD from Dan the Skipping Man to take place and implement strategies.</li> <li>Staff to work on embedding and encouraging children to skip at playtimes and lunchtimes.</li> <li>Staff to embed the golden mile, once a week, across the whole school.</li> </ul>	<p>DP / CTs Management time of PE lead £12,495 per annum/ contribution to salary  PP funding for extra-curricular clubs £150  Cost of staff CPD for skipping £275  Skipping resources £420</p>	<ul style="list-style-type: none"> <li>The curriculum sets out the aims of a programme of education and a structure.</li> <li>National curriculum coverage of knowledge and skills: <ul style="list-style-type: none"> <li>Promotes the personal development of pupils, developing creativity and a healthy lifestyle.</li> <li>Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes.</li> </ul> </li> <li>The impact of teaching on learning and progress overtime is good.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of PE takes place weekly in all classes and staff follow the scheme of work. Monitoring moving forwards to focus on the lesson sequence to ensure it is consistent and children are developing core skills.</li> <li>Over the year, many clubs have been offered, including clubs led by external providers including Port Vale. See data showing uptake below. Moving forwards staff to continue to champion PP children.</li> </ul> <table border="1" data-bbox="1778 1126 2114 1241"> <thead> <tr> <th></th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>42%</td> <td>40%</td> <td>38%</td> </tr> <tr> <td><b>PP</b></td> <td>50%</td> <td>27%</td> <td>42%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Following staff training on skipping, ropes were purchased for the whole school and children access skipping when learning outside. The profile of</li> </ul>		Aut	Spr	Sum	<b>ALL</b>	42%	40%	38%	<b>PP</b>	50%	27%	42%
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				<p>skipping is raising but continues to be a focus.</p> <ul style="list-style-type: none"> <li>The golden mile takes places at lunchtime in KS1, children are assessed at baseline and again at the end of the year. See data below.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td><b>Year 1</b></td> <td>7%</td> <td>67%</td> </tr> <tr> <td><b>Year 1/2</b></td> <td>0%</td> <td>22%</td> </tr> <tr> <td><b>Year 2</b></td> <td>67%</td> <td>70%</td> </tr> </tbody> </table>		Baseline	End of year	<b>Year 1</b>	7%	67%	<b>Year 1/2</b>	0%	22%	<b>Year 2</b>	67%	70%
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				1%

Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn.	<ul style="list-style-type: none"> <li>School displays to be further developed to promote MAGIC learning: <ul style="list-style-type: none"> <li>Healthy eating/choices</li> <li>Fitness – healthy lifestyles</li> <li>PE (hall)</li> <li>Competition participation and achievement board (photos, certificates, awards)</li> </ul> </li> <li>Lesson evaluations and PE clubs to include talent spotting</li> </ul>	DP / KS1 lead Display costs contribution £90	<ul style="list-style-type: none"> <li>The school's 3 rules are embedded and children articulate and demonstrate them.</li> </ul>	<ul style="list-style-type: none"> <li>A skipping display was created in the school hall to showcase children's learning from the skipping workshops.</li> <li>The school council led on a healthy eating campaign and developed a display (alongside City Catering) in the school hall. The children have created healthy eating posters and started in summer 2, continuing next year, the school council children</li> </ul>

				<p>present sticker awards in assembly for children who make healthy choices or bring a healthy lunchbox. City catering will also complete termly visits in school to discuss healthy meal choices.</p> <ul style="list-style-type: none"> <li>We have collaborated with J&amp;G Meakin's cricket club and delivered a talent spotting cricket day and after school club, resulting in 8 children from across the Trust attending additional cricket coaching at J&amp;G Meakin.</li> </ul>
<p>To develop children's understanding of healthy lifestyle choices and how participating in physical activity / eating healthily will contribute to a healthy life and good well-being.</p>	<ul style="list-style-type: none"> <li>School Council and Parent Forum to review policy, consult - processes for healthy lunchboxes and tuck. Propose changes to SLT to improve health and well-being.</li> <li>Lead sport clubs, healthy lifestyles clubs to accommodate needs/interests of parents and pupils where possible.</li> <li>Play leaders to be continued to be coached (MR) to encourage active play.</li> <li>Support/coach and ensure lunch time staff are actively engaged in encouraging active play.</li> </ul>	<p>School Council lead</p> <p>CT's</p> <p>MR lead</p> <p>DP / KS1 lead</p>	<ul style="list-style-type: none"> <li>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>The playleaders have been coached into their new roles and during our recent Ofsted inspection, they were observed carrying out their role effectively. <i>'Pupils take on positions of responsibility, such as playleaders and support and encourage each other.'</i> (Ofsted Feb 22). The play leaders are easily identified on the playground as they wear school logo hats.</li> <li>Staff, alongside the children, have created a timetable to help structure outdoor provision. This is being implemented well.</li> <li>Plans are in place to develop the KS1 playground to include</li> </ul>

				a trim trail, as well as developing the main entrance to include a tyre park.
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**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation: 13%

Intent	Implementation		Impact									
	ACTIONS	STAFF LEAD & ESTIMATED COSTS	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS								
To develop teacher’s pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring programme.	<ul style="list-style-type: none"> <li>Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified.</li> </ul>	DP	<ul style="list-style-type: none"> <li>Quality of Education meets the good Ofsted judgement.</li> <li>The impact of the taught curriculum is strong; pupils work across the curriculum is of a high quality.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted Feb 22, identified that ‘subject leaders develop their subjects with support from senior leaders’ and the quality of our curriculum was judged as good overall.</li> </ul>								
To raise attainment and accelerate progress in the Early Years so it is at least in line with national.	<ul style="list-style-type: none"> <li>Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national.</li> <li>Monitor the provision for outdoor learning ensuring outdoor learning in the Early Years challenges children and allows them to take safe risks and that provision/teaching shows impact of forest school training.</li> <li>Embed children’s independence for self-service fruit and water/milk.</li> </ul>	DP / CTs £2000 towards improving outdoor education – pirate ship and wig wam £300 CPD/Teaching time for Forest school staff	<ul style="list-style-type: none"> <li>GLD is in line with national attainment and gaps are closing between all groups of learners.</li> <li>The learning environment is highly stimulating and provides rich, varied and imaginative experiences.</li> <li>EYFS children can articulate their learning well.</li> </ul>	<ul style="list-style-type: none"> <li>Children’s physical development outcomes for AP3 are as follows;               <table border="1" data-bbox="1780 1037 2083 1189"> <thead> <tr> <th></th> <th>AP3</th> </tr> </thead> <tbody> <tr> <td><b>Rising 3’s</b></td> <td>71%</td> </tr> <tr> <td><b>Nursery</b></td> <td>88%</td> </tr> <tr> <td><b>Reception</b></td> <td>87%</td> </tr> </tbody> </table> </li> <li>Forest school takes place weekly in EYFS. KS1 have completed a half termly block of forest schools. High risk activities are also planned for all pupils during MAGIC</li> </ul>		AP3	<b>Rising 3’s</b>	71%	<b>Nursery</b>	88%	<b>Reception</b>	87%
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	<ul style="list-style-type: none"> <li>Floor books to be used to evidence enriching activities and children talk about their activities with others.</li> </ul>			<p>activities e.g. pancakes and marshmallow toasting.</p> <ul style="list-style-type: none"> <li>Children in EYFS self-select their fruit and register that they have accessed fruit. A new fruit stall has been created and implemented in KS1 to allow children to access fruit freely.</li> <li>Floor books showcase outdoor learning opportunities for all children.</li> </ul>
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:  
2%

Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.	<ul style="list-style-type: none"> <li>Collaborative MAT PE lead meetings to take place for networking and school improvement planning. (Covid restricted)</li> <li>All staff working with children, including club leads, must have level 1 safeguarding DBS and all safeguarding 'working with children' checks prior to working in schools (As safeguarding audit).</li> <li>Ensure consistent standard risk assessments are used for Sports clubs and PE lessons.</li> </ul>	<p>DP / KS1 lead / Play leader</p> <p>Playtime/ lunchtime resources £200</p> <p>Dance resources £200</p>	<ul style="list-style-type: none"> <li>Staff talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school.</li> <li>School council contribute to school events and school development.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted Feb 2022, states 'visits and sporting activities are used to develop character and raise aspirations for example taking part in sports day with other local schools.'</li> <li>KS1 children participated in Dance Extravaganza. This year's theme was 'The future is within our hands'. The boys and girls represented the school very well.</li> </ul>

	<ul style="list-style-type: none"> <li>• Club registers to be developed to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts.</li> <li>• Develop the facilities/resources available for KS1 pupils at playtime/lunchtime.</li> <li>• Participate in Dance Extravaganza 2022.</li> </ul>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To raise the profile of competitive sport ensuring children learn values such as respect, fairness and tolerance.	<ul style="list-style-type: none"> <li>• Arrange and lead sports day, allowing all children to participate.</li> <li>• Participation in cross infant competition within the MAT to be re-established (Covid 19 impact)</li> <li>• Sports Awards gained by children out of school, to be showcased in assemblies.</li> <li>• PE leaders to expand network. (Covid restricted)</li> </ul>	MAT PE leads Northwood stadium/coach hire for sports day £1000	<ul style="list-style-type: none"> <li>• Sports day and competition feedback from children and parents/carers demonstrates an enjoyment of participating in competitive sport and develops children's confidence and self-esteem.</li> <li>• Children are more physically active and show an increase in fitness levels.</li> <li>• Children share their Sports Awards proudly and confidently in assemblies and are able to talk about their achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• On 24<sup>th</sup> May, all children participated in sports day at Northwood Stadium. They had the opportunity to compete in many different races, including sprint, relay, hurdles and many more.</li> <li>• During Friday's celebration assemblies, many children showcase their awards, such awards include swimming, dance and football. These awards are then celebrated with parents on class dojo.</li> </ul>

				<ul style="list-style-type: none"> <li>Moving forwards re-establishing cross infant competition will be a priority.</li> </ul>
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<b>Signed off by</b>	
<b>Head Teacher:</b>	<i>M. Glanister</i>
<b>Date:</b>	17.12.21
<b>Subject Leader:</b>	<i>C. Robinson</i>
<b>Date:</b>	17.12.21
<b>Governor:</b>	
<b>Date:</b>	