

HAMILTON ACADEMY SPORTS PREMIUM PLAN AND REVIEW 2020 – 2021

CONTEXT

During 2018 – 2019 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 it is the intent that PE lessons will commence where children will have the opportunity to participate in competitive sport through which they will learn values such as respect, fairness and tolerance. 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Implementation of a PE scheme (Power of PE). • A wide variety of sports/healthy lifestyle clubs offered to children, including outside Sports Clubs. • Forest School training has enabled EYFS to further improve their physical development. • 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. • Cross infant competitions carried out throughout the year. • 'Up levelled' sports days carried out. 	<ul style="list-style-type: none"> • Develop an assessment system with Educator (in line with the new scheme) for the MAT. • Implement an assessment tool/strategy to test pupil's skills/ability to support planning for progression from each individual child's starting points. • Baseline assessment to be used to establish pupils' starting points in fitness (bleep test/the daily mile for KS1 only), skills and ability. • Continue to coach staff and provide appropriate CPD.

Academic Year: 2020/21	Total fund allocated: £17,000	Date Updated: September 20	
Key indicator 1: 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:
			79%
Intent	Implementation	Impact	

	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
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<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"> • Continue to embed the 'Power of PE' scheme of work, to ensure consistent teaching across PE. • Provide coaching support/model lessons when teaching is identified as less than good. • Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sport and cooking). • Develop an assessment system with Educator (in line with the new scheme) for the MAT so that vulnerable groups can be easily tracked. 	<p>PE lead/ TLA / PDBW/CTs</p> <p>Management time of PE lead £12,000 per annum/ contribution to salary</p> <p>Educator assessment system £1200</p> <p>PP funding for extra-curricular clubs £150</p> <p>Transport costs for competitions £60</p>	<ul style="list-style-type: none"> • The curriculum sets out the aims of a programme of education and a structure. • National curriculum coverage of knowledge and skills: <ul style="list-style-type: none"> ○ Promotes the personal development of pupils, developing creativity and a healthy lifestyle. ○ Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes. • The impact of teaching on learning and progress overtime is good with attainment that is now at least in line with national. 	<ul style="list-style-type: none"> • KS1 have returned to teaching PE during the Spring Term. This has allowed the team to embed their teaching using 'Power of PE'. Moving forward an assessment system will be proposed during autumn 2021. • As a result of Covid 19, staff have identified that pupils fitness and basic skills need to be a focus next academic year. This has been identified through staff completing curriculum deficit documents. • CPD was offered through PDM training. Staff completed questionnaires to highlight their strengths and developments. Coaching was provided to staff where required. • Unfortunately, due to Covid-19 restrictions and school risk assessments, extra-curricular clubs have not been able to run. This will be a priority when they return in the next academic year.
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	<ul style="list-style-type: none"> • Implement an assessment tool/strategy to test pupil's skills/ability to support planning for progression from each individual child's starting points • Baseline assessment to be used to establish pupils' starting points in fitness (Golden Mile KS1 only), skills and ability. • Videos to be produced to show children's fitness / progression of skills (eg. Ball catching, hopping). • Review and Implement a MAT Assessment Toolkit to include all PE assessment documentation. • PE data to be analysed/progress measured (at least start and end of year). 			<ul style="list-style-type: none"> • When returning to school in September, in order to close the gap, we implemented structured playtimes for 30 minutes per day. This allowed the children to access skill taught sessions based around agility, ball handling, movement, stamina and speed. This also included introducing the 'Golden Mile'. This will continue to be a focus next year. • Baseline assessments were completed in September (for the Golden mile) when the children returned to school. Due to additional school closures, impact from this has not been seen. We will re-assess and target children on return to school in September.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			6%	
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
<p>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.</p>	<ul style="list-style-type: none"> School displays to be further developed to promote MAGIC learning: <ul style="list-style-type: none"> Healthy eating/choices Fitness – healthy lifestyles PE (hall) <ul style="list-style-type: none"> Competition participation and achievement board (photos, certificates, awards) Lesson evaluations and PE clubs to include talent spotting. Talented register to be collated identifying sport of strength. Talented children to be sign posted to in school clubs (nurture/grow talent). 	<p>PDBW Lead/PE lead / playground lead</p> <p>Northwood stadium/coach hire for sports day £1000</p> <p>Display costs contribution £90</p>	<ul style="list-style-type: none"> The school's 3 rules are embedded and children articulate and demonstrate them. A whole school Gifted and Talented register enables the PE lead / Class Teachers to target pupils for sport clubs inside and outside of school ensuring that children achieve their sporting potential. 	<ul style="list-style-type: none"> The school's 3 rules are embedded across the school and promote MAGIC learning. These have been monitored through pupil voice interviews and lesson observations. These rules are displayed in all classrooms and are revisited each Monday. The recognition board is used in all classes and a hot chocolate award is given for those children who go above and beyond. Due to the risk assessments and government guidance in place after school clubs have not been able to be completed this year. These will be a high priority to re-introduce the next academic year.

<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"> • 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. • Lead sport clubs, healthy lifestyles clubs to accommodate needs/interests of parents and pupils where possible. • Play leaders to be continued to be coached to encourage active play. • Monitor lunchtimes and support/coach/ensure lunch time supervisors are actively engaged in encouraging active play. • Monitor morning playtimes and encourage/support/coach classroom staff in becoming actively engaged in encouraging active play. 	<p>School Council lead / PDBW</p> <p>PE lead</p> <p>Classroom staff</p> <p>PE lead</p> <p>PE lead</p>	<ul style="list-style-type: none"> • Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle. 	<ul style="list-style-type: none"> • When returning to school in September, we implemented structured playtimes for 30 minutes per day. This allowed the children to access skill taught sessions based around agility, ball handling, movement, stamina and speed. This also included introducing the ‘Golden Mile’. This will continue to be a focus next year. • Lunchtime arrangements were also adapted, in line with Covid Government guidance. Therefore, in September, we offered one hot meal choice but gradually, throughout the year, an increased menu was provided. In September, we will return to a full menu.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 14%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COSTS	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS

<p>To develop teacher's pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring programme.</p>	<ul style="list-style-type: none"> • Create and analyse staff CPD needs through a questionnaire during Spring 1 once PE lessons are resumed. • Review and implement a consistent MTP and weekly planning system across the MAT for PE, linked to the new scheme of work. • Monitor MTP and weekly planning to see evidence of the children being able to talk about the effect of exercise and healthy lifestyles. • Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified. • Children's self-evaluations and peer evaluations to be captured in lessons and evidence gathered on IPADs shows skills as well as showcase/ celebrate children's achievements and discussions/comments about P.E. 	<p>PE lead/ PDBW</p>	<ul style="list-style-type: none"> • Quality of Education meets the good Ofsted judgement. • Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching. • The impact of the taught curriculum is strong; pupils work across the curriculum is of a high quality. 	<ul style="list-style-type: none"> • A staff questionnaire was created by PE leads to analyse how confident staff were feeling when returning to teach the Power of PE scheme. This included competence, development areas, CPD request and an equipment audit. All teaching staff completed the questionnaire and CPD requests were acted upon. • A consistent MTP is used across all year groups as well as across the MAT. This allows a consistent approach to be used when using the same scheme of work. • PE/Physical/Lunchtime monitoring is ongoing by school leaders. Strengths and areas for development are shared with staff.
<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> • Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national. • Monitor the provision for outdoor learning ensuring outdoor learning in the Early Years challenges children and allows them to take safe risks and that 	<p>PE lead /TLA/ PDBW / EYFS lead / CTs</p> <p>£2000 towards improving environment for physical</p>	<ul style="list-style-type: none"> • GLD is in line with national attainment and gaps are closing between all groups of learners. • The learning environment is highly stimulating and provides rich, varied and imaginative experiences. 	<ul style="list-style-type: none"> • On return in September, physical data was analysed, which showed a reduction in fitness levels and hand-eye coordination. To address this deficit, 30 minutes of structured play was introduced each day. This consisted of a weekly

	<ul style="list-style-type: none"> provision/teaching shows impact of forest school training. Capture children's voice in relation to their views on the activities being offered outdoors and record their comments. Children to be taught how to make healthy choices and why it is important. Embed children's independence for self-service fruit and water/milk. PHSE independence skills to be included in drop ins. 	<p>activity / forest school to take place</p> <p>£300 CPD/Teaching time for Forest school staff</p>		<p>carousel skill activities, HIIT sessions and agility and coordination activities.</p> <ul style="list-style-type: none"> EYFS staff incorporate physical activities within CP and encourage/provide outdoor learning. Floor books were introduced in Summer to capture, children's WOW learning which included many outdoor opportunities. Children talked confidently about this. Due to risk assessments in place, fruit and milk has been given to the children this year to minimise cross-contamination. Self-selection will be re-introduced next year.
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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%
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Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS

<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.</p>	<ul style="list-style-type: none"> • Monthly supervision and coaching to take place between PDBW lead and PE lead/Playground lead focusing on plan progression/impact. • Collaborative management time across the MAT for PDBW and Sports lead. • PE lead judgements to be quality assured across the MAT. • All staff working with children, including club leads, must have level 1 safeguarding DBS and all safeguarding 'working with 	<p>PE lead / Playground lead /PDBW lead/ Compliance Officer/ Office CTs/LTS leads Playtime/ lunchtime resources £200</p>	<ul style="list-style-type: none"> • Staff talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school. • Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching. • Increased parental support through the parent forum. 	<ul style="list-style-type: none"> • PE lead has developed in confidence throughout the year and supported staff. Virtually infant PE leads have collaborated to share good practise. Due to risk assessments in place we have been unable to welcome other members of staff from across the MAT to quality assure judgements.
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	<p>children' checks prior to working in schools (As safeguarding audit).</p> <ul style="list-style-type: none"> • Ensure consistent standard risk assessments are used for Sports clubs and PE lessons. • Club registers to be developed to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts. • Develop the facilities/resources available for KS1 pupils at playtime/lunchtime. • Questionnaires to be sent to parents to gage views about importance of P.E and sport and healthy lifestyles. • Questionnaires to be completed with pupils to gage their views in terms of scale 1-10 PE, healthy lifestyle choices and choice of clubs – School council to lead consultation, analysis and presentation findings. • Collate evidence/feedback from questionnaires and analyse to find areas of need and plan clubs accordingly. 		<ul style="list-style-type: none"> • School council contribute to school events and school development. 	<ul style="list-style-type: none"> • No clubs have taken place due to the risk assessments in place therefore no registers were used. A template register has been created, including medical care plans/needs, vulnerabilities, dismissal and pupil alerts which can be used for the next Academic Year. • To further develop lunchtime provision, next year we will introduce skipping. Staff will receive CPD to support this. • Gathering stakeholder feedback will be a focus next year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
			EVIDENCE OF IMPACT	SUSTAINABILITY &

	ACTIONS	STAFF LEAD & ESTIMATED COST		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"> • Arrange and lead 'up levelled' sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2019 (due to no sports day in 2020). • Participation in cross infant competition within the MAT to be increased. • Implement cross KS1 competition across schools within Stoke on Trent. • Implement a sporting calendar for 2020-2021 to be in place evidencing increasing participation. • Sports Awards assemblies to be integrated as routine once assemblies resume. 	<p>MAT PE leads (see indicator 2 for Sports Day cost)</p> <p>PE lead</p> <p>PE lead</p> <p>PE lead</p> <p>PE lead / club lead</p>	<ul style="list-style-type: none"> • 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. • Children are more physically active and show an increase in fitness levels (bleep test/daily mile). • Children share their Sports Awards proudly and confidently in assemblies and are able to talk about their achievements. 	<ul style="list-style-type: none"> • Staff planned and delivered a Covid safe sports day at school. This was celebrated with parents via a virtual school video. • Due to current restrictions and government guidance we were unable to compete in cross infant competitions within the MAT nor within Stoke on Trent. • Sports Awards assemblies to be re-introduced as assemblies were unable to take place this year, following the current risk assessments.

Signed off by	
Head Teacher:	<i>M. Glaister</i>
Date:	25.09.20
Subject Leader:	<i>C. Robinson</i>
Date:	25.09.20
Governor:	
Date:	

