# Sports premium strategy statement 2020/21

## School overview

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| School name | Highfield Ely Academy |
| Pupils in school | 124 |
| Number of disadvantaged Primary pupils | 18 |
| Sports premium allocation this academic year | £16,410 |
| Academic year or years covered by statement | 2020/21/22 |
| Publish date | April 2021 |
| Review date | April 2022 |
| Statement authorised by | Local Governing Body |
| Pupil premium lead | Adam Daw, Head of School |
| Governor lead | Lorna Robinson |

## Disadvantaged pupil barriers to success

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| Emotional literacy and disordered attachment needs, resulting in behaviour support needs |
| Higher than national average social deprivation in families at Highfield Ely |
| Lack of opportunity to access appropriate exercise opportunities |

## Sports Premium strategy

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer.

This means that we should use the premium to 1. Develop or add to the PE and sport activities that our school already offers and 2. Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are **5 key indicators** that schools should expect to see improvement across:

**1** the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

**2** the profile of PE and sport is raised across the school as a tool for whole-school improvement

**3** increased confidence, knowledge and skills of all staff in teaching PE and sport

**4** broader experience of a range of sports and activities offered to all pupils

**5** increased participation in competitive sport

We are required to report on the percentage of pupils within the Year 6 cohort who can:

“Swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively; perform safe self-rescue in different water-based situations”

As a Special School, our students follow a comprehensive, individually tailored swimming programme including swimming skills and water survival skills. Because of their wide ranging needs, it would not be appropriate or helpful for us to measure progress based on chronological age. Hence, the answer for these questions is 0%.

**Review: Use of Sports Premium 2020 – 2021**

This academic year, Highfield Ely was allocated £16,450 to benefit primary aged pupils. It is being used to fund the following provisions:

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| **Sport Premium indicator/s** | **Provision** | **Outcome/s** |
| 1,2,3,4 | Yoga provision for Green and Yellow Primary | Learning walks showed pupil engagement was very good. Also saw reduced anxiety in several students. Students gaining confidence in their ability. |
| 1,2,3,4 | Rebound and hydro sessions | Hydro sessions limited by COVID but very successful once re-open. Improved or maintained physical health. Rebound very successful in terms of physical and mental wellbeing and engagement. |
| 1,2,3,4 | Riding for the Disabled sessions | Not able to take place due to COVID |
| 1,2,3,4 | Swimming sessions at public pool | Not able to take place due to COVID |

**Planned use of Sports Premium 2021 – 2022 (inc carry forward)**

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| **Sport Premium indicator/s** | **Provision (cost)** | **Impact / Rationale** | **Monitoring and evidence** |
| 1,2,3,4 | Yoga provision for Green and Yellow Primary (approx. £4000) | Aim to improve fitness, wellbeing, engagement | Evidence for Learning data, feedback from stakeholders |
| 1,2,3,4 | Rebound and hydro sessions  (approx. £9300) | Maintain/improve mobility and balance. Increase engagement. Meet sensory needs. | Evidence for Learning data, feedback from stakeholders and medical professionals |
| 1,2,3,4 | Riding for the Disabled sessions  (approx. £3100) | Maintain/improve mobility and balance. Increase engagement. Meet sensory needs. Social aspect of trip out meets needs of several learners. | Evidence for Learning data, feedback from stakeholders |
| 1,2,3,4 | Swimming sessions at public pool |  | Annual review feedback from parents, EHCP outcomes, stakeholder feedback, Swimming progression awards |