

**Park Academy**

**Academic Year 2022-2023**

What is the Sports Premium?

The sport premium funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and comes directly to primary school head teachers to spend on improving the provision and quality of sport and PE for all their learners. The funding is ring-fenced and therefore can only be spent on sport and PE provision in schools.

What is the vision behind the funding?

The aim is for all learners leaving primary school to be physically literate with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and life-long participation in physical activity and sport.

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| Funding received- review of 2021-2022 | |
| Number of eligible pupils: 332 | Total amount received: £ 18990 + carry forward £8322= £27,322 |
| Funding rate: £16,000 plus £10 per pupil | |
| **Objectives** | |
| To achieve self-sustaining improvement in the quality of PE and sport in Primary schools:   1. Engaging all learners in regular physical activity 2. Raising the profile of PE and sport across the school as a tool for whole-school improvement 3. Increasing staff members’ confidence, knowledge and skills in teaching PE and sport 4. Offering learners, a broader range of sports and activities 5. Increasing pupils’ participation in competitive sport | |

Teaching and Learning

# Rationale

A high-quality physical education curriculum inspires all learners to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for learners to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Through the national curriculum for physical education aims to ensure that all learners:

* Develop competence to excel in a broad range of physical activities
* Are physically active for sustained periods of time
* Engage in competitive sports and activities

# Aims

* To increase the physical activity levels and well-being of the whole school community by developing a supportive environment conducive to the promotion of physical activity.
* To develop an understanding of the importance of regular physical activity amongst the whole school community for maintaining a healthy lifestyle, leading healthy, active lives.
* To ensure that all learners and young people have the opportunity to develop the confidence, competence and enthusiasm to participate in Physical Activity and to establish and maintain an interest in regular physical activity.
* To improve learner, parent/carer and staff knowledge, understanding, experience of and attitudes towards participation in physical activity.
* To provide a wide range of quality physical activity opportunities both within and outside the curriculum for learners to participate in 2 hours of high-quality PE and school sport each week.
* To ensure that physical activity provision in the school reflects the cultural, personal, social and medical needs of all learners.

# Curriculum

Learners will experience and develop a wide range of movement skills during their time at Park Academy:

* The PE curriculum is broad and balanced, complies with statutory requirements and is both accessible to, and meets the needs and interests of, all learners.
* Learners go swimming in Key Stage 2 and Y6 learners’ access ‘Top up’ Swimming as required. Delivery is provided by qualified swimming instructors.
* Throughout the curriculum, learners learn how to lead active and healthy lives.

# Extra-Curricular Learning

* We offer a wide range of sporting clubs with high levels of attendance.
* All learners are provided with opportunities to be physically active through out-of-hours activities via a wide range of activities at lunchtimes and after school, including both individual and team/group, non-competitive and competitive.
* The emphasis is on participation and enjoyment and the opportunities are open to all learners, regardless of ability.
* Physical activity is promoted at breaktimes, lunchtimes and after school.
* Specific events are organised throughout the year which promote physical activity and raise its profile across the whole school community e.g., Sports Relief events.
* After school sports clubs are led by school staff or delivered by qualified sport coaches.
* Playtime activities supported by Flourishing Schools Ethos and environment
* All those leading physical activity sessions adopt a caring and supportive approach and have a commitment to every child.
* The school identifies learners who participate regularly in physical activity and those who need extra support to participate and implement strategies to encourage and support them to be more active. E.g., Breakfast Activity Club
* Facilities are improved and developed to promote increased participation in physical activity in consultation with learners, staff and parents/carers.
* The participation of learners and young people in physical activity is recognised and celebrated through presentations in assemblies, and information on noticeboards and the school Twitter site / School App (WEDUC).

# Organisation and Management

The PE Leader for Park Academy is Adam Tempest

Facilities available for physical activity include:

Onsite: School Hall, Playground area (x 2), School playing field, Trim Trail & outdoor gym, forest area Offsite: Swimming pool (Geoff Moulder Leisure Centre).

# Resource provision and facilities

* The equipment required for the teaching of PE can be found in the PE shed on the playground.
* Whilst it is the responsibility of the PE Lead to purchase appropriate resources, it is the responsibility of all staff to ensure resources are returned to the correct location and stored safely.
* Indoor gymnastic equipment, the Trim Trails and the Outdoor gym equipment is checked by qualified professionals each year and any equipment they deem unsafe is removed and replaced as soon as possible.

# Team representation

Throughout the school year a variety of sporting competitions are arranged. These include intra-school competitions and inter-school competitions.

Intra-school competition:

Emphasis is put on participation and enjoyment during these events. All learners are involved in intra-school competitions. These competitions involve competing individually and also in team competitions e.g. Sports Day and inter-house competitions.

Inter-school competition:

We enter a variety of inter-school competitions including athletics, cross country, football, tag rugby and cricket. Teams for inter-school competitions are chosen from learners who attend relevant clubs, show interest within school PE or learners who would benefit from a wider PE experience. We aim to involve as many learners as possible in inter and intra-school competitions. This is tracked on Get Set for PE.

# Inclusion

Every attempt will be made to fully integrate special needs learners (SEN) on equal terms with other learners. Activities are planned to encourage full and active participation by all learners in the class, including EAL. Learners on the SEND register have the opportunity to take part in sporting events organised by the Boston Schools Sports Partnership which are specifically for learners on a SEND register. Learners have the opportunity to learn new sports such as Boccia.

Any learners who are not participating in a PE lesson should bring a note from home. If a child misses consecutive sessions, a medical certificate should be presented to the school, at the discretion of the Headteacher. Learners may still take part in the lesson as inactive participants (e.g. coaching, officiating or filming).

# Physical activity and leadership

By participating in physical activity students learn many leadership qualities (for example, teamwork, cooperation and understanding). In Key Stage 2 they are also given the opportunity to become Playground Leaders who organise playground games during lunchtimes.

# Consultation

* Learners, staff, parents/carers views are considered in making decisions about the range and type of Physical Activity opportunities offered.
* Consultation takes place through School Council and questionnaires.
* The school takes steps to remove barriers to participation identified by consulting with the learners and their parents and where possible involves the learners in these developments.

# Involving staff and parents

* Information on clubs available is sent out to parents at the beginning of each term via Weduc and paper letters where necessary.
* Parents are also informed of what the learners will be covering each term in PE.
* Parents are made aware of sporting events through the school newsletter and WEDUC / Twitter accounts.

# Safety

The school is committed to safe and effective exercise procedures and these are clearly stated within the Health and Safety policy and our PE policy. In all aspects of school life, learners must feel physically and emotionally safe. The role of the teacher/ coach is to nurture the child’s lifelong love of PE and sport within a safe environment. Because of the fast-moving environment that can be presented by PE and sports lessons, teachers must ensure appropriate risk management strategies are in place. Risk assessments are completed for any sporting competition or event and on Lincolnshire County Council’s Evolve risk assessment system.

# Monitoring and Support

This will be done by the following methods:

* Lesson Drop ins
* Staff discussions
* Pupil interviews/ questionnaires
* Assessment of attainment and progress

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**PE and Sport Premium action plan for 2022-23**

**Anticipated funding: £19,240**

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|  | Objective one: Engaging all pupils in regular physical activity | | | Percentage of total spending |
| 73% |
|  | Planned actions | Funding allocated | Expected impact | Sustainability and suggested next steps |
| 1.1 | PE Sessions taught from GetSet4 PE each week to all learners in school | £440 GT4PE | Success Criteria  Learners benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum  Assessment of PE will enable teachers to be more inclusive  PE Lead to support subject knowledge of PE and sport teaching to staff  M&E will show an increase in the quality of PE lessons- i.e. observations  Pupil voice on GT4PE | Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year. |

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| 1.2 | To support learners’ physical and mental well-being, improved levels of concentration as well as physical fitness. E.g. active blasts, playground markings | £1000 | Success Criteria  Wake up-shake up, active blasts, the Daily Mile, Gym, to support learners’ physical and mental well-being, enabling short breaks throughout the day.  Behaviour logs  Research in to playground markings | PE lead to monitor impact of Active blasts / daily mile across the school – pupil voice/timings/ whole school display tracking miles run  Complete staff and pupil voice for Daily Mile and GetSet. |
| 1.3 | Provision of after school sports coaching and clubs (free of charge to families) | £5275 | Success Criteria    Programme of after-school sports clubs led by a specialist coaches and school  staff on offer throughout the week. Including Go Riding club    At least two ‘new sports’ introduced over the course of the year to the after-school sports ‘menu’    At least 60% of learners from Y1-6 attend an out of hours sports-based club for at  least a term during the academic year.    All out of hours sports club places filled to capacity.  School council to use Survey Monkey to gather pupil views on popular after school club options and determine whether there are other sports that learners would like to be on offer.  Review the process of how learners sign up for clubs- Weduc/paper  Extra-curricular registers.  Questionnaire | Questionnaire to gather pupil views on popular after school club options and determine whether there are  other sports that learners would like to be on offer.    Class teachers to promote the after- school clubs to learners |
| 1.4 | Provision of breakfast activity club – to promote wellbeing, increased confidence and healthy lifestyles | £3465  3 sessions X 33 weeks @£35 a session | Success Criteria    A variety of sports are on offer to all learners to build a range of physical skills and take part in regular activity    Breakfast club is filled to capacity through promotion  Continue to deliver structured breakfast activities  Pupil questionnaires to be completed by breakfast club- what activities would they like more of etc and observations    observations by the PSHE and PE Lead | Continue to deliver structured breakfast activities |
| 1.5 | Time in the outdoor gym to be rotated so that KS1 learners have the opportunity throughout the week to take part in physical activity in the gym    Proud winners to have additional time in the outdoor gym as a reward | £0 | Success Criteria  Pupil Survey indicates that learners enjoy their time in the outdoor gym – 80%  Pupil Survey indicates that learners see the extra time in the outdoor gym as a  reward | Continue to ensure that the outdoor gym is accessible and  enjoyed |
| 1.6 | Learners have quality ‘Active’ playtimes.  Flourishing schools Programme-Therese Hoyle | £3800- TH training and zoning equipment | Success Criteria  New playtime equipment bought for KS1 and 2.  More learners have the chance to participate in new games/activities at playtimes led by adults as well as Playground leaders  Learners have the opportunity to play in different zoned areas-  Free play, Craze of the week and traditional games  Therese Hoyle training to take place involving working alongside staff in leading ‘Active playtimes’  Questionnaire to be completed. At least 70% of learners enjoy having playground leaders and active playtimes | Equipment will be used daily across all age groups. Review resources and update where necessary. Now that it is set up, learners will continue to use the equipment and rotation next year. |
| Objective two: Raising the profile of PE and sport across the school as a tool for whole-school improvement | | | | Percentage of total spending |
| 6% |

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|  | Planned actions | Funding allocated | Expected impact | Sustainability and suggested next steps |
| 2.1 | Learners, staff and parents are aware of the sporting activities and achievements in school. | £200 | Success Criteria  Results and photos to be celebrated/displayed/promoted via Weduc and reward assemblies  School participation at external sporting competitions.  Medals etc to be bought for matches | Internal PE display board shows achievements for example: House Competitions, weekly personal challenges.  PE M and E shows good engagement in PE lessons |
| 2.2 | To add ‘fair play’ award to termly celebration assembly  (14 classes x3 times a year) | £300 | Success Criteria    Learners aspire to earn a ‘fair play’ award for good sportsmanship.    Pupil survey, purchase order for medals. | This will be sustained in line with our school vision as part of which students who demonstrate our core values are rewarded. |
| 2.3 | To raise the profile of PE (and Physical Education, School Sport and Physical Activity) across the school for whole school improvement:  To purchase PE uniform for learners and staff  To increase competitive sport opportunity by being part of the super league | £300 (PE Kit)  £400 (super League) | Success Criteria  To ensure every learner has suitable clothing to take part in PE safely. To encourage more learners to try new sports by funding appropriate equipment.  To give a wider opportunity for competitive sport  To increase understanding of sportsmanship a team building | PE kit and uniform will be sustainable each year |
|  | Objective 3: Increasing staff members’ confidence, knowledge and skills in teaching PE and sport | | | Percentage of total spending |
| 4% |
|  | Planned actions | Funding allocated | Expected impact | Sustainability and suggested next steps |
| 3.1 | CPD for PE lead to develop the leadership role | £400 | Success Criteria  PE lead to attend training through Trust support package  Lead is able to map out a progressive curriculum based on the NC and can monitor the subject and action further developments  Lead to deliver staff training- planning, assessing, delivering  Drop ins will show staff are confident in teaching PE content  . | Staff will be able to build on their existing knowledge. This will be passed on to others  Learners’ skills form ne year to the next in the various aspects of PE will continue to be developed and built on  A clearly mapped curriculum will be in place |

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| 3.2 | To provide staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all learners | £400 | Success Criteria  To use qualified sports coaches to work alongside teachers to team teach- enhance or extend current opportunities | Staff will be able to lead PE sessions that match the CPD that they have had and NC  Staff will be able to build on their existing knowledge. This will be passed on to others |
|  | Objective 4: Offering pupils a broader range of sports and activities | | | Percentage of total spending |
| 2% |
|  | Planned actions | Funding allocated | Expected impact | Sustainability and suggested next steps |
| 4.1 | To purchase more equipment to enable a wider variety of sport to be taught/ clubs offered  New sports include:  Netball  OAA  Golf  Athletics | £350 | Success Criteria  Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively  A wider variety of clubs to be offered by teachers and external coaches e.g. Athletics, golf | From the equipment purchased a wider variety of clubs can be offered  Audit to be carried out to maintain high standards |
|  | Objective 5: Increasing pupils’ participation in competitive sport | | | Percentage of total spending |
| 15% |
|  | Planned actions | Funding allocated | Expected impact | Sustainability and suggested next steps |
| 5.1 | To buy sports kit for competitive matches with other schools | £500 | Success Criteria  Uniformed kits to be bought  % Increase of learners taking part in competitive sport- PE lead to monitor and track using GS4PE  Club registers to be taken and collected in | PE Lead to sign in and out and to maintain |
| 5.2 | Teachers to use assessment tracking sheet to identify key learners within lessons and after school clubs  More able, Vulnerable, PP etc | Nil- included in GS4PE package | Success Criteria  After school club tracking used to target/encourage specific learners to attend sports clubs  PE Lead to analyse data and ensure teachers are accurately identifying groups of learners to develop sports skills/expertise | All learners will have access to sports clubs |
| 5.3 | Boston Schools Sports Partnership membership.  (This funding supports; sport competitions, Play Leaders courses, Year 6 top-up swimming, staff training and  Sainsbury’s Sport Trust membership. Events are planned throughout the year through the Partnership and our links with our cluster schools). | £2400 | Success Criteria    All learners from y1+ have the opportunity to take part in an activity /  Development day over the course of the academic year (Improving skills by  working alongside specialist coaches; trying new sports).    Every child to have the chance to take part in at least one inter-school sports competition before leaving primary school.  Membership agreement, events calendar & participation records. | Annual renewal of membership    Development Days / Training ops.  involve staff: This allows our staff to learn from the specialists and this allows us to then continue  teaching the activity within our own setting. This means  knowledge is sustainable and can be used throughout year groups, as staff pass on their knowledge to others. |
| 5.3 | School to take part in local schools’ football league | £10 membership | Success Criteria    School is represented locally within the football league    Learners have the opportunity to engage in a competitive sports league    Learners have the opportunity to practice skills learnt in after school club | Review success of the league participation  Investigate other league opportunities in other sports |
| 5.4 | Entry of 80%+ of competitions on the Boston Sports Partnership calendar.  (Those we are eligible to send a team to). | Nil – Included in above membership. | Success Criteria    School represented at a minimum of 80% of age-appropriate inter-schools events.    Success celebrated / participation recognised in achievement assembly and PE board (raising profile of sport).    Survey of participants shows 80%+ of students participating in these enjoyed experiencing competitive sport.    Events calendar & participation records. | Wider range of sports competitions – school to host  events and be part of school  leagues |