



PE and Sports Premium Plan 2021/22

| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
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| <p>The Gymrun project - using it to identify children in need of extra support.</p> <p>Lunch time clubs made available for PP children and children who scored 'red' on Gymrun assessment and need extra opportunities for fitness.</p> <p>CPD training - supporting our teachers to be more confident in PE delivery.</p> <p>Before-school sport - working with children who identify as inactive. Delivering fun and energetic sessions to re-engage/engage them with activity.</p> | <p>We will give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:</p> <p>Children to leave Herons' Moor Academy with a positive relationship to physical health, activity and personal wellbeing. Children will understand that a positive relationship to physical health, activity and personal wellbeing will result in increased opportunities and a longer & better standard of life.</p> <p>Children to use physical education at Herons' Moor Academy to develop their understanding of 'fair play', 'sportsmanship', 'team work', 'passion' and 'competition - winning and losing'.</p> <p>Children to have a sound knowledge of the basic skills needed to access specific sports.</p> <p>Children to use physical education at Herons' Moor Academy to develop themselves as a whole person - mentally, personally, physically and socially.</p> <p>Work towards School Games Award (Silver!!)</p> <p>We will be collecting data from:</p> <ul style="list-style-type: none"> Teacher CPD confidence scores Pupil assessment data Competition data (entries and awards) Pupil attendance registers Fitness assessments |



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| Meeting national curriculum requirements for swimming and water safety. | |
| Percentage of current Year 6 cohort able to swim competently, confidently and proficiently over a distance of at least 25 metres | 37% |
| Percentage of current Year 6 cohort able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | 37% |
| Percentage of current Year 6 cohort perform safe self-rescue in different water-based situations? | 37% |
| The school has chosen to use the Primary PE and Sport Premium to provide additional provision for swimming activity over and above the national curriculum requirements. | Yes – Y4 go Terms 1,2,3 and 4. Then Y6 who cannot swim 25 metres confidently swim terms 5 and 6. However, due to busy timetable clashes and pool closures, the children did not manage to get as many lessons as planned. |



| Academic Year: 2020/21 | Total fund allocated: £19,490 | Date Updated: 15.07.2022 | | |
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| 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: 40% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | | |
| <p>To offer maximum opportunity to children of all circumstances to enjoy clubs and initiatives outside of school hours - allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills and build a positive relationship with physical health.</p> | <p>We have used some of the Sports Premium Budget to run 5 sports clubs before school throughout the week. These are free to access for pupils. We also have a host of after school clubs that can be paid for by the parents. The sports and age groups vary each term so that more children have the option to access them. The clubs are heavily promoted through letter distribution, email correspondence and presentations in class and assembly.</p> | <p>£7980</p> | <p>The clubs are all run by teachers or professional sports coaches who use their own internal assessment and monitoring to ensure high quality provision. We have an open dialogue with them in order to align our expectations. Participation is monitored in order to make sure we are offering the best clubs that are being enjoyed by the children - and we have the opportunity to stop clubs that aren't working well and replace them with different age groups and sports.</p> | <p>We will be monitoring the attendance of each club so that we can make sure all children have the opportunity to access 30 minutes of activity each day.</p> |



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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: |
| | | | | 0% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | | |
| Structured lessons each week for every pupil, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, develop the values of the school's PE department and to build a positive relationship with physical health. | All staff have access to a bank of structured lessons. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. Each lesson plan is pre-created but gives the teacher flexibility to alter elements in order to give the pupils the best learning experience. Each lesson has a social, personal and technical objective, ensuring that the whole person is developed throughout. Teachers will make links to the school values where appropriate in order to enhance children's | £1,200 | Although assessment is not required by the National Curriculum, we do have an opportunity for teachers to assess (attached) children throughout their journey at Herons' Moor. Teachers have the opportunity to offer feedback via staff meetings with regards to timetabling of lessons. The lesson plans are constantly monitored and developed by an outside agency (Future Stars Coaching) in order to stay up to date and relevant. | We will be looking to increase the depth of our pupil assessment in order to give pupils and teachers better engagement in the subject. |



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| | understanding of the values associated to physical health and sport. We have also developed a curriculum map to guide teachers throughout the year (attached). | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
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| | | | 20% |
| Intent | Implementation | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | |
| <p>Build confidence throughout the staff so that they feel educated to deliver high quality PE lessons. With the staff delivering high quality PE lessons, pupils have a better opportunity to develop themselves as a whole person, build a sound knowledge of basic skills and build a positive relationship with physical health.</p> <p>Introduce new scheme of work (Real PE) to upskill teacher's PE teaching and begin to ensure progression of skills throughout the school in relation to fundamental movements.</p> | <p>Each teacher is given the opportunity to work with a pair of professional coaches (Future Stars Coaching) during their own PE lessons. The term follows a structure so that teachers feel trained and empowered to deliver high quality PE lessons. The term starts with 2 lessons being led by the professional coaches. Then the next 2 lessons are team taught, and the final 2 lessons are taken by the class teacher with the professional coaches giving feedback and development points. Each teacher provides evidence of their learning journey through a feedback and information form.</p> <p>Whole staff training on the delivery of Real PE.</p> | <p>£4000</p> <p>The feedback and information forms are monitored by the PE Department Management Team in order to make sure teachers are getting the most out of the intervention. At the end of the year, the confidence increase (evidenced with a 1-10 scoring system) is shared with parents and the school community to celebrate the success of the intervention.</p> <p>Teachers will feel confident teaching Real PE lessons.</p> | <p>We are now left with all lesson plans so that we can continue delivering high quality PE. As the Sports Premium Funding continues, we will continue to buy into CPD to continue supporting our teachers in the areas they need as individuals.</p> |



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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 7.5% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | | |
| Offer children a wide range of experiences in PE and Sport. | House Competitions throughout KS2 Swimming lessons for pupils in year 4 - with booster sessions for pupils in year 6. Bike-ability workshops for pupils in year 4 & 6. Week long intervention for extra enrichment activities Festival of Sport at UWE Watch professional cricket match (Taunton) | £1500 | If we can give them a small experience in a safe environment, it may allow them to be inspired to take the pathway outside of school and into later life. Pupils have really enjoyed the extra enrichment activities – a reward for the hard work put in throughout the year. | Use the pupil voice platform to see if interventions and ideas have been well received. And then we can develop them into following years to offer maximum engagement. |



| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: | |
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| | | | | 10% | |
| Intent | Implementation | | Impact | | |
| | | Funding allocated: | | Sustainability and suggested next steps | |
| To give children an opportunity to develop a better sense of competition - either competing against themselves, others in a recognised environment (PE lessons for example) or against an unrecognised opponent. Increased exposure to competition will allow pupils to better develop their relationship with physical health and its ability to build traits such as humility, corporation, passion, pride and competitiveness. | Through exposure to competitions during PE lessons (at the end of each lesson children are given an opportunity to cement their learning through a structured competition). Also, children will be given the opportunity to represent their teams/houses during level I competition (during lunch times and separate interventions throughout the year). And finally, children can represent their school through level II competitions - where they come off site to compete against other schools and children. We have access to the North Somerset PE Association's competition calendar in order to timetable a list of events to attend. We have used some of our Sports Premium Funding to work run competitive sports sessions for each year group for a term this year. | | £2000 | We are really pleased with the number of events that we have attended this year. We have been able to involve PP children and children who are not usually enthusiastic about sport. The impact will be measured by anecdotal evidence, listening to pupil and teacher feedback about pupil's attitudes to competition throughout the year. We will also look at the results of the tournaments we attend and look to improve our results (both scores and relationship with events) throughout the year. | Continue to be a part of the North Somerset PE Association so that we can build on the positivity of this year. |



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| Signed off by | |
| Principal: | Julie Fox |
| Date: | 25/07/22 |
| Academy Council: | Kathryn Volk |
| Date: | 25/07/22 |