



Shepherdswell Academy

Sports Premium Impact of Strategy 2020 – 2021



At Shepherdswell Academy, we understand the importance of physical education and healthy living. We also deliver an inclusive curriculum, which includes quality PE and Games. Cross-curricular links are also being covered through PE and Games helping to ensure good or better progress, not only in Physical Education but also across the curriculum.

Aims

The National Curriculum for physical education aims to ensure that all pupils:

- 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
- lead healthy, active lives.

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

At Shepherdswell Academy we aim to inspire all children to enjoy and immerse themselves in all different forms of sport. We endorse the purpose as stated in the 2014 National Curriculum. We believe physical education and sport is an essential for children leading a healthy physical and mental lifestyle. We believe that sport helps to develop the whole child academically, emotionally, socially and physically. Furthermore, the knowledge and skills gained from a young age in sport are accessed and utilised throughout later life.

All children at Shepherdswell Academy experience two hours of timetabled physical education every week, as well as the opportunity to take part in a variety of extra-curricular sporting clubs. We aim to offer a balanced and varied program of sport to provide all pupils with the opportunity to develop a good level of fitness, key skills and the knowledge necessary to apply those skills in different contexts throughout their lives. We want the children to see that sport is a vital part of school life and to see the connection with sporting skills to other contexts and achievements in life.

Shepherdswell Academy aims to raise the aspirations of children, encouraging them to acquire skills to perform a variety of physical activities for every student within the school regardless of their sporting talent, physical and mental abilities or disabilities. With our provision of breakfast club, active play and extra-curricular clubs, at Shepherdswell we endeavour to provide opportunities and enrichment for all children and in turn, impacting positively on the school and wider community. Please click on the following link to find out more about sports funding: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Accountability:

The Headteacher and the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the impact and progress of the provisions we have put in place for the catch-up strategy and report to the East Midlands Academy Trust.

Together, we learn and grow

Shepherdswell Academy –Sports Premium Strategy 2020 -2021

Summary Information			
Headteacher	Ruth Ryan	Chair of Governors	Claudia Wade
Total number of pupils	149	Sports Premium Funding	£17,600

Key outcome indicator 1: Engagement of all pupils in regular physical activity					
School focus and intended impact <i>(what do you want your pupils to learn and how?)</i>	Actions to achieve outcomes <i>(what do you need to do?)</i>	Planned funding / staff leads	Evidence <i>(what can you use to evidence the impact?)</i>	Actual Impact/Outcomes <i>(how have pupils benefitted?)</i>	Sustainability/Next steps <i>(how will this be monitored in future years?)</i>
1.1 The continuation of quality PE lessons being delivered by a sports coach to ensure that all children are accessing a bespoke curriculum suited to their individual needs, maximising attainment and progress.	<ul style="list-style-type: none"> - Sports coach to continue to plan and lead bespoke PE lessons to all children across the school. - Sports coach to ensure that knowledge is updated and reaffirmed regularly via CPD opportunities. - Sports coach to continuously observe and assess all children, tailoring the curriculum and lesson design to suit the needs of all. 	JC (Sports Coach) £10,000	<ul style="list-style-type: none"> Ensure that all children make good progress from their starting points in PE. - Scrutinising of assessments within PE, both observational and recorded, to see progress made in all PE skills. - Photographic evidence to be obtained and logged throughout the year. 	<p>All children have made good progress from their starting points in PE. Regular assessment for and of learning has enabled the sports coach to plan next steps to support the children’s physical development and understanding of how to stay healthy.</p> <p>Active play has been re-established where possible during the academic year, to promote physical activities during lunch and break times.</p>	<p>Continue to develop the PE curriculum to meet the needs of all children.</p> <p>Continue to establish active play at break and lunchtimes and at the beginning of the day.</p> <p>Set up termly challenges for the children to participate in, to support being active and with physical development.</p>
1.2 Sports Coach to lead quality physical activities during break and lunchtimes to maximise participation rate in physical activity.	<ul style="list-style-type: none"> - Sports coach to lead and manage active play during lunchtimes. - Play leaders to be set up to help run and manage activities. 		<ul style="list-style-type: none"> Ensure all children develop a positive attitude towards physical education and behaviour improves. - Photographic evidence to be obtained and logged throughout the year. - Play leader reward charts to be used to observe impact they have. - Pupil voice to get children’s thoughts on lunchtime activities. 	<p>The active mile did not take place however the children did a walk to Tokyo, alongside other schools in the Trust and were encouraged to walk a set amount daily to total the miles from London to Tokyo.</p>	

<p>1.3 Re-implementation of a daily mile challenge during the normal school day, improving overall fitness levels and additional sense of achievement for all children and staff</p>	<ul style="list-style-type: none"> - Discuss possible ideas and plans with SLT to decide how to move forward with the daily mile challenge. - Organise timetables for each class to partake in the daily mile challenge, including the staff - Create score cards and leader boards for the children and staff. 		<p>Increased engagement in a planned physical activity - Daily mile challenge score cards to be used to show the children and staffs progress across the year.</p>		
<p>1.4 Increase body strength, fine and gross motor skills, through effective use of the outdoor learning provision in EYFS.</p>	<ul style="list-style-type: none"> - Audit outdoor provision and identify areas of development to promote physical development. - Ordering new equipment, including a climbing frame. - Support children in the effective use of it and embed in the curriculum. 	<p>JC (Sports Coach) £1500</p>	<p>Outdoor provision promotes physical development and provide children with a range of activities and resources to develop gross and fine motor skills.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in both fine and motor skills, body strength and endurance. - Photographic evidence to be obtained and logged throughout the year. - Communicate with teachers regularly to see progress made in class with fine motor skills. 	<p>Resources have been purchased to support with physical development in EYFS including a small climbing wall and additional gross and fine motor resources.</p> <p>The sports coach has implemented these activities within the provision to support active play and physical development, which has impacted on the early development of the EYFS children. With 65% of children achieving the physical development early learning goal.</p>	<p>Establish fine and gross motor skills interventions within EYFS.</p> <p>Purchase new bikes and vehicles.</p>
<p>1.4 Broaden the physical skills of the pupils to develop body strength and co-ordination across the school.</p>	<ul style="list-style-type: none"> - Research current apparatus and hall equipment to provide a range of opportunities to develop and practise skills. - Purchase and install new large wall apparatus and reconfigure the hall, to maximise space and opportunities. 	<p>JC (Sports Coach) £5000</p>	<p>New equipment will promote physical development during PE lessons.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in both fine and gross motor skills, body strength and endurance. 	<p>Wall apparatus has been replaced to ensure children are able to access a full range of climbing opportunities during PE lessons and extra-curricular clubs.</p>	<p>Purchase outdoor gym equipment to develop this provision in recreational times, break and lunchtime.</p>

Key outcome indicator 2: Profile of PE and sports is raised across the school as a tool for whole-school improvement

School focus and intended impact <i>(what do you want your pupils to learn and how?)</i>	Actions to achieve outcomes <i>(what do you need to do?)</i>	Planned funding / staff leads	Evidence <i>(what can you use to evidence the impact?)</i>	Actual Impact/Outcomes <i>(how have pupils benefitted?)</i>	Sustainability/Next steps <i>(how will this be monitored in future years?)</i>
2.1 Ensure positive behaviours for learning are happening across the school.	<ul style="list-style-type: none"> - Reinforce and promote new school values and expectations across the school, at all times. - Introduce the PE ambassadors to be effective role models to others. - Continue with play leaders to support each other during break and lunchtimes to increase participation in physical activities. - Incorporate more physical activity within classroom-based lessons, and teachers feeling confident to deliver this. 	JC (Sports Coach) £100	<ul style="list-style-type: none"> - Photographic evidence to be obtained and logged throughout the year. - Communicate with teachers regularly regarding overall class behaviour and whether physical activity is having any positive effect. 	<p>The sports coach has promoted and reinforced the school values and expectations and has adapted them to suit his lessons and provide the children with the right messages around expectations. By the end of the academic year the children were responding well to these during PE lessons and behaviour had improved.</p> <p>Play leaders were not established this academic year.</p>	Establish play leaders with the children and encourage them to lead activities with adult support.
2.2 Improve children's vocabulary to improve speaking and listening, reading and writing skills.	<ul style="list-style-type: none"> - Introduce key vocabulary within each PE topic. - Display on a word wall with matching pictures, so pupils, learn, know and remember more. - Refer to learnt and new vocabulary in PE lessons, making connections. 	JC (Sports Coach) £100	<p>Children learn more and remember more vocabulary related to PE.</p> <ul style="list-style-type: none"> - Communicate with teachers regularly to gauge whether children are accessing and using the vocab learnt in PE. - Weekly tests with the classes on previous key vocabulary learnt. 	The sports coach has reinforced the identified PE vocabulary during lessons to develop the children's understanding of the PE knowledge and skills they are learning.	Incorporate these in the PE display in the hall and outside referring to them during lessons and at break and lunchtime.
2.3 Improve parental involvement, providing parents with the tools required to promote physical activities at home.	<ul style="list-style-type: none"> - Create a PE section on the school website. - Regularly update with skills that are developed through PE lessons at home. - Encourage children to have regular physical activity at home. - Set holiday challenges to promote physical activity. 	JC (Sports Coach) £200	<p>Parental engagement to increase and engage with holiday challenges.</p> <ul style="list-style-type: none"> - Create a questionnaire for parents to complete regarding Shepherdswell PE to gauge their understanding of our PE curriculum and how the information on the website benefits both themselves and their children. 	<p>During the national lockdown the sports coach provided PE resources, activities and links for the children and families to access. The parents commented on these and how they supported them at home.</p> <p>We have been unable to incorporate parents into our school events due to the COVID19 restrictions, however</p>	<p>Plan events and taster sessions for the parents to attend to promote physical activities at home.</p> <p>Set termly challenges to promote physical activities at home.</p>

			<ul style="list-style-type: none"> - Create a home logbook for children to show their physical activity at home during holiday challenges. - Pupil voice used to gauge their parental support with PE at home. 	we have shared photos and were in the local news for our events, including the walk to Tokyo and the Olympics day.	
2.4 Introduce “brain break” activities to all teaching staff to give children more access to physical activity during their classroom-based lessons, improving physical skills, mental wellbeing and focus.	<ul style="list-style-type: none"> - Discussion about “brain breaks” with SLT to decide when they should be utilised. - Sports coach to lead a staff meeting/CPD on what a brain break is and how to incorporate it into everyday lessons. - Sports coach to monitor the effectiveness of brain breaks within classroom-based lessons. 	JC (Sports Coach) £200	<ul style="list-style-type: none"> Physical activity implemented in lessons to increase engagement. - Observe the “brain breaks” taking part across the school and receive feedback from both teachers and children. - Pupil Voice used to identify areas of strengths and weaknesses in the children’s opinion. 	This has not been implemented this year however zones of regulation have and opportunities for the children to develop strategies to support wellbeing and mental health.	Complete the Mental Health and Wellbeing Quality Mark and implement strategies to support with brain breaks.
2.5 Develop all children’s leadership and communication skills to improve their work relationships with their teachers and peers.	<ul style="list-style-type: none"> - Play leaders will be chosen to lead active games at lunchtimes, promoting their use of good leadership and communication skills. - PE ambassadors for each class will be chosen to set a good example in PE lessons and help lead some parts of the lesson. - All children will be given a variety of opportunities to develop their communication skills within all PE lessons, as communication is a key element of many competitive sports and games. 	JC (Sports Coach) £200	<ul style="list-style-type: none"> Confident play leaders promoting playground games and physical activity, engaging their peers in playground games. - Scrutinising of assessments within PE, both observational and recorded, to see progress made in their communication skills with their peers and teachers. - Photographic evidence to be obtained and logged throughout the year. - Communicate with the teachers regularly to check how children’s communication skills are developing within the classroom. 	PE ambassadors was implemented but hasn’t been used consistently to promote physical activity.	Embed PE ambassadors and establish play leaders, so the children take greater ownership.

Key outcome indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and sports

School focus and intended impact <i>(what do you want your pupils to learn and how?)</i>	Actions to achieve outcomes <i>(what do you need to do?)</i>	Planned funding / staff leads	Evidence <i>(what can you use to evidence the impact?)</i>	Actual Impact/Outcomes <i>(how have pupils benefitted?)</i>	Sustainability/Next steps <i>(how will this be monitored in future years?)</i>
3.1 All staff to become confident with delivering PE lessons.	<ul style="list-style-type: none"> - Staff to observe sports coach leading a lesson each term. - Sports Coach to observe staff leading a PE lesson each term, providing positive feedback to upskill their PE delivery. - Provide opportunities for the skills observed/learnt to be transferred to other areas of the curriculum. 	JC (Sports Coach) £500	<p>Staff are confident delivering PE lessons, and have a developing understanding of the curriculum and development of skills.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in all PE skills. - Photographic evidence to be obtained and logged throughout the year. - Use of written feedback used as a tool for improvement. 	<p>Support staff have participated in PE lessons and have developed their knowledge and understanding of the curriculum.</p> <p>The sports coach has shared activities with the staff on ways to engage the children with active play.</p>	<p>Teachers to be given time to observe and deliver PE lessons. Embed active play and staff involvement at break and lunchtimes.</p>
3.2 TAs and lunchtime staff to become more aware of the physical skills and how these can be targeted during active play sessions at lunchtimes, improving all children's participation in physical activity and overall PE progress.	<ul style="list-style-type: none"> - Share PE documentation with all staff once it is completed. - Sports coach to look for CPD opportunities for all TA and lunchtime staff. - Sports coach to monitor staff at lunchtime and children's engagement with the active play activities. 	JC (Sports Coach) £500	<p>Improved engagement between adults and children, playing games to promote physical, social and emotional wellbeing.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in both fine and gross motor skills. - Photographic evidence to be obtained and logged throughout the year. - Verbally check understanding of skills with all support staff and receive verbal feedback. - Pupil voice to get children's thoughts on lunchtime activities. 		

Key outcome indicator 4: Broader experiences of a range of sports and activities offered to all pupils

School focus and intended impact <i>(what do you want your pupils to</i>	Actions to achieve outcomes	Planned funding /	Evidence <i>(what can you use to evidence</i>	Actual Impact/Outcomes	Sustainability/Next steps <i>(how will this be monitored in</i>
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<i>learn and how?)</i>	<i>(what do you need to do?)</i>	staff leads	<i>the impact?)</i>	<i>(how have pupils benefitted?)</i>	<i>future years?)</i>
4.1 Offer a variety of afterschool clubs starting from January 2021, increasing participation rate of children's physical exercise.	<ul style="list-style-type: none"> - Monitor current Coronavirus guidelines. - Get children's opinions on what clubs they would like join. - Organise dates with office team and SLT. - Contact external providers if necessary for a larger variety of sports. 	JC (Sports Coach) £500	<p>A range of clubs beginning made available for children to promote physical development.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in a range of PE skills specific to each club run. - Photographic evidence to be obtained and logged throughout the year. - Keep a log of which children have participated in an afterschool club, identifying any children who haven't and targeting them in particular for future clubs. - Create questionnaires for both children and parents relating to what clubs they would like to see at Shepherdswell. 	Weekly after school clubs have been running from February 2021. The uptake of these clubs has been good, as includes four physical activity based clubs.	Continue to promote clubs and participate in cluster and Trust sporting events.
4.2 Offer a larger variety of activities during lunchtimes to encourage more children to engage in physical exercise and improve lunchtime behaviour.	<ul style="list-style-type: none"> - Discuss possible ideas and how to organise them with our TA and Lunchtime staff. 	JC (Sports Coach) £500	<p>Improved engagement between adults and children, playing games to promote physical, social and emotional wellbeing.</p> <ul style="list-style-type: none"> - Scrutinising of assessments within PE, both observational and recorded, to see progress made in both fine and gross motor skills. - Photographic evidence to be obtained and logged throughout the year. - Verbal feedback from lunchtime staff regarding general participation rate in physical games at lunchtimes. - Pupil voice to get children's 	Active play has been re-established where possible during last academic year, to promote physical activities during lunch and break times.	Embed and promote physical activity during break, lunch and before school sessions and encourage other staff to model and participate in this.

			thoughts on lunchtime activities.		
4.3 Look to bring in an external athlete or sportsman/sportswoman to help promote physical activity and leading a healthy lifestyle.	<ul style="list-style-type: none"> - Contact Sports4Champions to arrange a visit from one of there athletes. - If no athletes are available from them, look at contacting other agencies. 	JC (Sports Coach) £500	<ul style="list-style-type: none"> Develop children’s awareness of sport in the wider community and be positive role models to promote physical development. - Photographic evidence to be obtained of any events delivered by a sportsman/sportswoman 	This needs to continue this year as this has not been implemented.	

Key outcome indicator 5: Increase participation in competitive sport

School focus and intended impact <i>(what do you want your pupils to learn and how?)</i>	Actions to achieve outcomes <i>(what do you need to do?)</i>	Planned funding / staff leads	Evidence <i>(what can you use to evidence the impact?)</i>	Actual Impact/Outcomes <i>(how have pupils benefitted?)</i>	Sustainability/Next steps <i>(how will this be monitored in future years?)</i>
5.1 Organise, setup and lead a mini sports day within our school. All children will partake in this event. Children will be able to earn extra PowerPoints for their team, adding an extra sense of pride and achievement for their hard work.	<ul style="list-style-type: none"> - Discuss possible plans and ideas with all staff. - Organise dates for the events. - Lead the event for all children. 	JC (Sports Coach) £500	<ul style="list-style-type: none"> Increased engagement in challenges set in school. - Photographic evidence to be obtained during the events. - Keep documentation on activities and plans as evidence. 	We have been involved in Trust events including the walk to Tokyo and Olympics day.	Continue to implement events, and become involved in wider Trust and local cluster events.
5.2 Organise, setup and lead an end of year sports day event at Orchard Academy. All children will partake in this event. Parents will be able to come and support their children, promoting an interest in sport for all. Children will also gain experience on how to win and lose appropriately and fairly, improving their resilience and understanding of fair play. Children will also gain an extra sense of pride and achievement.	<ul style="list-style-type: none"> - Sports coach to plan end of year sports day event. - Contact Orchard regarding field availability and book in date and time. - Complete equipment check prior to the event to ensure all resources are available. Any missing resources must be obtained prior to the event. - Share plans with staff prior to the event to ensure a smoothly run event. 				

<p>5.3 Liaise with other cluster schools to organise and set up sporting competitions across schools, improving participation rate and allowing more effective, targeted experience for SEN, MA, LA etc.</p>	<ul style="list-style-type: none"> - Sports coach to re-open communication with some local cluster schools about organising sporting competitions. - Create a timetable and yearly plan for all schools involved regarding events and locations. 				
<p>5.4 liaise with other trust schools via our PE Working Party to organise events to further improve our children's engagement rate in physical activity and continue to build a strong link to other trust schools.</p>	<ul style="list-style-type: none"> - Sports coach to stay in good contact with EMAT trust schools via the PE Working Party. - Sports coach to discuss possible opportunities to lead or partake in cross trust sporting events and competitions. 				
Total Cost:					£20,300