Shepherdswell Academy
Sports Premium Strategy 2021 - 2022

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 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 used 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 2021-2022

Summary Information			
Headteacher	Ruth Ryan	Chair of Governors	Femi Okeypa
Total number of pupils	145	Sports Premium Funding	£17,160

Key outcome indicator 1: Engagement of all pupils in regular physical activity					
School focus and intended impact *(what do you want your pupils to learn and how?)*	**Actions to achieve outcomes** *(what do you need to do?)*	**Planned funding / staff leads**	**Evidence** *(what can you use to evidence the impact?)*	**Actual Impact/Outcomes** *(how have pupils benefitted?)*	**Sustainability/Next steps** *(how will this be monitored in future years?)*
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.	- 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.	Sports Coach £9,000	- 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.	Assessment has been used more effectively to support with the planning and implementation of the curriculum. This has meant that the learning has been more targeted to the abilities and needs of the pupils during lessons. As a result, all children have made good progress form their starting points and mastered knowledge and skills that supported this progress. Active play has been re-established during break and lunch times, providing a range of active opportunities to promote physical development, this has incorporated the active mile, leading up to our run fun.	A new PE package has been purchased that supports with the assessment of PE to refine this. Continue to use this to deliver a quality PE curriculum. Establish active play at the beginning of the day to encourage parent participation. Set up termly challenges for the children to participate in, to support being active and with physical development.
1.2 Sports Coach to lead quality physical activities during break and lunchtimes to maximise participation rate in physical activity.	- Sports coach to lead and manage active play during lunchtimes. - Play leaders to be set up to help run and manage activities.		- 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.		

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	- Discuss 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.		- 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.		
1.4 Increase body strength and balancing, fine and gross motor skills, through effective us of the outdoor learning provision in EYFS.	- Purchase a range of vehicles, top support with balance, co-ordination, and control. - Support children in the effective use of it and embed in the curriculum. - Implement interventions to develop fine and gross motor skills for identified children.	Sports Coach £2000	- Outdoor provision promotes physical development and provide children with a range of activities and resources to develop gross and fine motor skills. - 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.	83% of EYFS pupils achieved the Physical Development Early Learning Goal, an increase of 18% in comparisons to 2021 A range of vehicles have been purchased and used to develop balance and co-ordination. Children have developed greater control of their own bodies, including gross and fine motor skills, including an effective pencil grip. The sports coach has attended sensory circuit training to support with effective interventions for identified pupils. Form their starting points these identified pupils made good progress.	Continue to embed the quality intervention across EYFS and KS1.
1.4 Broaden the physical skills of the pupils to develop body strength and co-ordination across the school during recreational times.	- Research current outdoor children's gym equipment to provide a range of opportunities to develop and practise skills. - Purchase and install gym equipment for the children to	Sports Coach £5000	- New equipment will promote physical development during break and lunchtimes. - Scrutinising of assessments within PE, both observational and recorded,	We have decided to purchase equipment that incorporates wellbeing and well as being active. We have purchased a trim trail and will be installed in the Autumn Term.	Implement, monitor, and adapt the use of the new areas on physical development and emotional wellbeing.

	access at lunch and break times.		to see progress made in both fine and gross motor skills, body strength and endurance.		
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 *(what do you want your pupils to learn and how?)*	**Actions to achieve outcomes** *(what do you need to do?)*	**Planned funding / staff leads**	**Evidence** *(what can you use to evidence the impact?)*	**Actual Impact/Outcomes** *(how have pupils benefitted?)*	**Sustainability/Next steps** *(how will this be monitored in future years?)*
2.1 Continue to improve children's vocabulary to improve speaking and listening, reading, and writing skills.	- Introduce key vocabulary within each PE topic. And incorporate in displays. - 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.	Sports Coach	- Children learn more and remember more vocabulary related to PE. - 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 incorporated more opportunities for the children to develop their PE vocabulary and provided opportunities for the children to use this within subsequent lessons. The children are more confident in using the PE vocabulary and understands what it means.	Continue to incorporate this within PE lessons and active play sessions. Display vocabulary on displays and make link to other curriculum subjects, as well as how it supports us the children to develop positive learning behaviours.
2.2 Improve parental involvement, providing parents with the tools required to promote physical activities at home.	- Encourage children to have regular physical activity at home, through termly challenges	Sports Coach £200	- Parental engagement to increase and engage with holiday challenges. - 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. - 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	A termly overview is shared with parents, which includes ideas and activities to support with physical activities at home.	Holiday challenges to be implemented and embedded. Collect pupil and parent voice and respond to it. Include PE in parent workshops.

			PE at home.		
2.3. Continue to promote access to physical activity during their classroom-based lessons, improving, mental wellbeing and focus. Gain the wellbeing and mental health quality assurance mark.	- Sports coach to support with the implementing strategies to support children with the zones of regulations. - Sports coach to participate in and support the actions leading to the quality assurance mark.	JC (Sports Coach)	- Physical activity implemented in lessons to increase engagement. - Observe the zones of regulation 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.		
2.4 Develop all children's leadership and communication skills to improve their work relationships with their teachers and peers.	- 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.	Sports Coach	- 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 have been established and the children who achieve this, the support with being good role models for the following term. This has been effective, and the children are able to demonstrate leadership skills to their peers.	Re-establish play leaders during lunchtimes.
Key outcome indicator 3: Increase confidence, knowledge, and skills of all staff in teaching PE and sports					
School focus and intended impact *(what do you want your pupils*	**Actions to achieve outcomes** *(what do you need to do?)*	**Planned funding / staff leads**	**Evidence** *(what can you use to evidence the impact?)*	**Actual Impact/Outcomes** *(how have pupils benefitted?)*	**Sustainability/Next steps** *(how will this be monitored in future years?)*

to learn and how?)					
3.1 All staff to become confident with delivering PE lessons.	- 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.	Sports Coach £300	- Staff are confident delivering PE lessons and have a developing understanding of the curriculum and development of skills. - 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.	Staff have been encouraged to observe and participate in PE lessons. All support staff participate in one PE lesson a week and support to with the implementation of the planning.	Continue to develop staff's confidence in delivering and participation in PE lessons and during active play.
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.	- 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.	Sports Coach £300	- Improved engagement between adults and children, playing games to promote physical, social, and emotional wellbeing. - 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.	All PE documentation is shared with staff, so they have a greater understanding of the curriculum. Support and lunch staff have been given resources and games to develop games and physical activities during lunchtimes. There has been an increase in in the participation in physical activities with lunchtimes. The support staff have a greater understanding of how to support the children to impact on their participation and progress.	
Key outcome indicator 4: Broader experiences of a range of sports and activities offered to all pupils					

School focus and intended impact *(what do you want your pupils to learn and how?)*	Actions to achieve outcomes *(what do you need to do?)*	Planned funding / staff leads	Evidence *(what can you use to evidence the impact?)*	Actual Impact/Outcomes *(how have pupils benefitted?)*	Sustainability/Next steps *(how will this be monitored in future years?)*
4.1 Continue to offer a variety of afterschool clubs, increasing participation rate of children's physical exercise.	- 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.	Sports Coach £200	- A range of clubs beginning made available for children to promote physical development. - 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 have not and targeting them for future clubs. - Create questionnaires for both children and parents relating to what clubs they would like to see at Shepherdswell.	After school clubs have been re-established after the pandemic restrictions and are broad and varied. All clubs have been at full capacity with children attending.	Analyse data to identify groups accessing the afterschool clubs, and ensure all groups are attending.
4.2 Offer a larger variety of activities during lunchtimes to encourage more children to engage in physical exercise and improve lunchtime behaviour.	- Discuss ideas and how to organise them with our TA and Lunchtime staff.	JC (Sports Coach)	Improved engagement between adults and children, playing games to promote physical, social, and emotional wellbeing. - 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	Support and lunch staff have been given resources and games to develop games and physical activities during lunchtimes. There has been an increase in in the participation in physical activities with lunchtimes.	Continue to develop staff's confidence in delivering and participation in active play and provide them with the resources and CPD to do this.

			general participation rate in physical games at lunchtimes. - Pupil voice to get children's thoughts on lunchtime activities.		
4.3 Look to bring in an external athlete or sports person to help promote physical activity and leading a healthy lifestyle.	- Contact Sports4Champions to arrange a visit from one of their athletes. - If no athletes are available from them, look at contacting other agencies.	Sports Coach £500	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 sports person	We have been involved in with The Northampton Saints Rugby Club, who have delivered sessions to develop motor skills and engagement and self-esteem, and this was successful	Continue with this partnership.
Key outcome indicator 5: Increase participation in competitive sport					
School focus and intended impact *(what do you want your pupils to learn and how?)*	**Actions to achieve outcomes** *(what do you need to do?)*	**Planned funding / staff leads**	**Evidence** *(what can you use to evidence the impact?)*	**Actual Impact/Outcomes** *(how have pupils benefitted?)*	**Sustainability/Next steps** *(how will this be monitored in future years?)*
5.1 Organise, setup and lead an end of year sports day event across the Trust. 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.	- 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.	Sports Coach £300	Increased engagement in challenges set in school. - Photographic evidence to be obtained during the events. - Keep documentation on activities and plans as evidence.	The children have been involved in a school sports day, and within the Trust have been involved in a fun run and a variety of sporting events, including an Olympics Event.	Develop Cluster links and re-establish sporting events with the identified schools.

5.2 Consult with other cluster and Trust schools to organise and set up sporting competitions across schools, improving participation rate and allowing more effective, targeted experience for SEN, MA, LA etc.	- Sports coach to communication with Trust and local cluster schools about organising sporting competitions. - Create a timetable and yearly plan for all schools involved regarding events and locations.				
				Total Cost:	£17,800