

COOP ACADEMY HAMILTON SPORTS PREMIUM PLAN AND REVIEW 2024 – 2025

CONTEXT

During 2018 – 2020 the school worked to create a PE team (PE leader, Curriculum leader, PE Governor and MAT support) to raise the profile and improve provision of PE. A new scheme of work (The Power of PE) was implemented whole school and staff were trained and coached to implement the scheme of work.

This academic year, coaching continues to take place to improve PE teaching within school. Teachers make use of the school hall for PE sessions as well as the outdoor playground and staff have developed a Forest school area over the last four academic years, to support outdoor learning for all pupils, particularly early years. CPD sessions are well attended to support staff with areas of improvements and developments within the subject.

Staff now monitor the fitness level of children termly across the school to ensure that progression is taking place. Where progression is not sufficient, staff ensure additional support is available to support this through extra-curricular sporting clubs.

We are fully committed to provide our children with high quality structured PE in order to improve pupil’s fitness levels and well-being. We want every child to believe they can become athletes, to challenge themselves and achieve their sporting potential. We aim to equip our children with the skills and knowledge to lead a healthy and physically active future.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Implementation of PE scheme (Power of PE). ● A wide variety of sports/healthy lifestyle clubs offered to children, including outside Sports Clubs. ● Introduced School Games competition to Year 2 children - multi-skills Festival. ● Forest School training has enabled EYFS to further improve their physical development. ● Sports events carried out such as School Games, City 7’s and Sports for schools to raise the profile of sport in the community and physical activity. ● ‘Up levelled’ sports days carried out. ● High quality sports equipment is available and safe for children including gymnastic equipment. ● All PE lessons are inclusive. 	<ul style="list-style-type: none"> ● Ensure assessment allows teachers to accurately plan the children’s next steps in PE, especially those children with significant needs. ● Ensure baseline assessments are used to establish pupils’ starting points in fitness (daily mile for KS1 only), skills and ability. ● Ensure termly assessments are used to establish progression of fitness. ● Continue to coach staff and provide appropriate CPD including embedding skipping alongside the Lead Support Staff. ● Introduce School Games competition to Year 1 children - multi-skills Festival. ● Reinstate cross school competitions carried out throughout the year (Co-op Academy trust competitions) . ● All children have a smart school PE uniform, which they wear with enjoyment.

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Academic Year: 2024/25	Total fund allocated: £16,300	Date Updated: September 24	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity (undertake at least 30 minutes of physical activity a day)			Percentage of total allocation: 92%
Intent	Implementation		Impact
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT
	SUSTAINABILITY & NEXT STEPS		
To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.	<ul style="list-style-type: none"> · Lesson sequencing of the ‘Power of PE’ scheme of work, to be monitored to ensure consistency and children are developing core skills. · Provide coaching support/model lessons where needed. · Actively target vulnerable groups (EAL/Hard to Reach/SEND) to access extra-curricular clubs through communication with parents and funded places where needed. 	PE lead/ TLA / DH/CTs Management time of PE lead/curriculum lead £14,550 per annum/	<ul style="list-style-type: none"> · The curriculum sets out the aims of a programme of education and a structure that builds upon prior skills. · Evidence of improved fitness term on term and year on year. · National curriculum coverage of knowledge and skills: Promotes the personal development of ALL pupils, developing creativity and a healthy lifestyle.

	<ul style="list-style-type: none"> · Staff to ensure skipping is carried out at playtimes and lunchtimes. · Staff to embed the golden mile across the school to use as a guide for progression in fitness. · Staff to champion PP children to take part in extra-curricular activities during the academic year. PP Lead to contact parents to offer funded places to these children on a basis on 1 per academic year. · Continue to use floor books to evidence extra-curricular activities so children can articulate their experiences. · Plan towards the delivery of a year 3 curriculum as the school expands the key stage 2 provision. 	<p>contribution to salary</p> <p>PP funding for extra-curricular clubs £500</p>	<ul style="list-style-type: none"> · All vulnerable children are championed and attend a minimum of 1 extra-curricular club per year. · Results in pupils achieving in line with national GLD and KS1 outcomes. · The impact of teaching, on learning and progress overtime, is good. · All children can articulate their learning well through use of floor books. · All SEND children are planned for, including those with significant SEND and outcomes are improved. · Year 3 curriculum is well planned and structured and a sequence of lessons that develop skills is evident. 	
Key indicator 2: The profile of Physical Education being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.2%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS

<p>To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn.</p>	<ul style="list-style-type: none"> · School displays to be further developed to promote MAGIC learning: ● Healthy eating/choices, for example more children to choose the salad bar ● Fitness – healthy lifestyles ● Forest school area to be used to develop gross motor and fine motor skills ● PE (hall) ● Competition participation and achievement board (photos, certificates, awards) · PE lessons to include talent spotting. · Healthy Eating award to gain a higher profile in celebration assembly. 	<p>DH/PE lead / playground lead</p> <p>Display costs contribution £200</p>	<ul style="list-style-type: none"> · The Co-op ways of being along with the 3 school rules are embedded and the children can articulate and demonstrate these. · Outside school sporting achievements are celebrated through Class Dojo posts and in celebration assembly. · The healthy eating awards are presented in celebration assemblies and the profile of this is heightened. · The displays show participation in competitions outside of school. 	
<p>To develop children's understanding of healthy lifestyle choices and how participating in physical activity / eating healthily will contribute to a healthy life and good well-being.</p>	<ul style="list-style-type: none"> · School Council to review policy for healthy lunchboxes and propose changes to SLT to improve health and well-being. · Staff to lead on extra-curricular clubs including; sport clubs, healthy lifestyles clubs to accommodate needs/interests of pupils where possible. · Play leaders to be chosen using a democratic vote within classes to support playtimes and encourage active play. (MK/MR to lead) · Monitor lunchtimes and support/coach/ensure lunch time staff are actively engaged in encouraging active play for all pupils to ensure inclusivity. 	<p>School Council lead / PDBW</p> <p>PE lead</p> <p>Classroom staff</p> <p>DH/ lead</p>	<ul style="list-style-type: none"> · Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle. · A variety of sports clubs are run throughout the year to accommodate the needs and interests of pupils. · Play leaders encourage active play on the playground during playtimes and lunchtimes. 	

	· During lunchtime children are actively involved in activities like, team games, skipping and the golden mile. This is well supervised by staff to ensure that all children participate.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.8%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COSTS	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To develop teacher's pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring programme.	<ul style="list-style-type: none"> · Drop ins to be carried out on P.E. lessons and areas of strength shared/ areas of development identified. · Pupil discussions to take place termly to demonstrate and articulate through the use of floor books what they have been learning about. · CPD to take place to address areas of development identified through drop ins. · Coaching to take place where needed to support teacher subject knowledge, pedagogy and children's outcome. 	PE lead/ DH	<ul style="list-style-type: none"> · Quality of Education meets the outstanding standard that the school is striving for. · Children will be able to articulate and demonstrate what they have been learning and what they are going to be learning about through the use of floor books. · The impact of the taught curriculum is strong; pupils work across the curriculum is of high quality. 	

<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national. All children to make exceptional progress from their starting point. Monitor the provision for outdoor learning ensuring outdoor learning in the Early Years challenges children and allows them to take safe risks and that provision/teaching shows impact of forest school training. Embed children's independence for self-service fruit and water/milk during snack time. Floor books to be used to evidence enriching activities and children talk openly about their activities with others. 	<p>PE lead /TLA/ DH / EYFS lead / CTs</p> <p>£300 towards improving environment for outdoor education to take place.</p>	<ul style="list-style-type: none"> GLD is in line with national attainment and gaps are closing between all groups of learners. All children make exceptional progress from their starting point. The learning environment is highly stimulating and provides rich, varied and imaginative experiences which positively impact on outcomes. EYFS children can articulate their learning well through use of floor books. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
1.5%

Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.</p>	<ul style="list-style-type: none"> Collaborative COOP MAT PE lead meetings to take place for networking and school improvement planning. All staff working with children, including club leads, must have level 1 safeguarding DBS and all safeguarding 'working with children' checks prior to 	<p>PE lead / Playground lead /DH</p> <p>CTs/LTS leads</p>	<ul style="list-style-type: none"> Staff talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school. School council contribute to school 	

	working in schools (As safeguarding audit). · Ensure consistent standard risk assessments are used for Sports clubs and PE lessons and updated annually. · Club registers to be maintained to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts. · Club registers to be kept centrally to allow monitoring of attendance and inclusivity of all children. · Develop the facilities/resources available for KS1 pupils at playtime/lunchtime.	Playtime/ lunchtime resources £250	events and school development. · Consistent risk assessments are under for P.E lessons and sports clubs. · Club registers contain necessary information and are kept on file to record attendance.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To raise the profile of competitive sport ensuring children learn values such as respect, fairness and tolerance.	<ul style="list-style-type: none"> · Arrange and lead an annual Sports Day allowing all children to participate in all races. · Participation in School Games – Multi Skills Festival for all KS1 children. · Sports Awards, gained by children out of school, to be showcased in assemblies and photographs displayed in the hall. · PE leaders to expand network with other Infant Schools and City Sports 	MAT PE leads Northwood stadium/coach hire for sports day £500	<ul style="list-style-type: none"> · Sports day and competition feedback from children and parents/carers demonstrates an enjoyment of participating in competitive sport and develops children’s confidence and self-esteem. · Children are more physically active and show an increase in fitness levels. · Children share their Sports Awards proudly and confidently in assemblies 	

	Association as well as working alongside PE Leaders from new COOP MAT working party.		and are able to talk about their achievements. · Children participate in School Games festivals through City Sports Association.	
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Head Teacher:	Y. Glaister
Date:	September 24
Subject Leader:	O.Salmon
Date:	September 24
Governor:	
Date:	