

HAMILTON ACADEMY SPORTS PREMIUM PLAN AND REVIEW 2023 – 2024 - REVIEWED

CONTEXT

During 2018 – 2020 the school worked hard to create a PE team (PE leader, Curriculum leader, PE Governor and MAT PE network) 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 in 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.

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 2023:	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.● Forest School training has enabled EYFS to further improve their physical development.● Sports events carried out such as 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.● Children have a smart school PE uniform, which they wear with enjoyment.● All PE lessons are inclusive.● Reinstate cross infant competitions carried out throughout the year.	<ul style="list-style-type: none">● Ensure assessment allows teachers to accurately plan the children's next steps in PE.● Ensure baseline assessment to be used to establish pupils' starting points in fitness (the 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 KS1 children Multi-skills Festival.

Academic Year: 2023/24	Total fund allocated: 16,720.00		Date Updated: October 23	
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:
				89%
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 when teaching is identified as less than good.· Actively target vulnerable groups (PP/EAL/Hard to Reach) pupils to access health and fitness clubs (sports and cooking).· Staff to continue to encourage children to skip at playtimes and lunchtimes.· Staff to embed the golden mile, daily, across KS1 and weekly, for reception.· Staff to champion PP children to take part in extra-curricular activities during the academic year.· Floor books to be used to evidence enriching activities and children talk openly about their activities with others.	<p>PE lead/ TLA / DP/CTs</p> <p>Management time of PE lead £14,500 per annum/ contribution to salary</p> <p>PP funding for extra-curricular clubs £300</p>	<ul style="list-style-type: none">· The curriculum sets out the aims of a programme of education and a structure.· National curriculum coverage of knowledge and skills:· Promotes the personal development of pupils, developing creativity and a healthy lifestyle.· 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.	<p>Continue to set out the aims and structure of the curriculum ensuring national curriculum coverage.</p> <p>All classes to evidence PE taught more within floor books to allow the children to articulate their learning well.</p>

Key indicator 2: The profile of Physical Education School Sport Physical Activity is raised across the school as a tool for whole school improvement				Percentage of total allocation: 1%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
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.	<ul style="list-style-type: none"> School displays to be further developed to promote MAGIC learning: • Healthy eating/choices • Fitness – healthy lifestyles • PE (hall) • Competition participation and achievement board (photos, certificates, awards) • PE lessons to include talent spotting. • Healthy Eating award to be implemented into school assemblies. 	DP/PE lead / playground lead Display costs contribution £100	<ul style="list-style-type: none"> • The school's 3 rules are embedded and children articulate and demonstrate them. • The healthy eating awards are presented in celebration assemblies. • The displays show participation in competitions outside of school. 	Continue to allow the children to articulate and demonstrate the three school rules. Healthy eating award to be continue within assembly. Displays to be updated more regularly and all staff completing an after-school club to complete the after –school floor book.
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.	<ul style="list-style-type: none"> School Council to review policy and processes for healthy lunchboxes. • Lead sport clubs, healthy lifestyles clubs to accommodate needs/interests of pupils where possible. • Play leaders to be continued to be coached and staff on duty to encourage active play. • Monitor lunchtimes and support/coach/ensure lunch time staff are actively engaged in encouraging active play. 	School Council lead / PDBW PE lead Classroom staff PE lead	<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. 	Lunchtime provision supports pupils independent and an active lifestyle. A range of sports clubs have been run this year and to be continued next academic year. Play leaders are chosen within KS1 but they need to be more active in encouraging active play. We also now need to introduce play leaders to Reception to encourage active play.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 5%
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. CPD to take place to address areas of development identified through drop ins. 	PE lead/ DP	<ul style="list-style-type: none"> Quality of Education meets the good Ofsted judgement. The impact of the taught curriculum is strong; pupils work across the curriculum is of high quality. 	The quality of teaching and impact of the taught curriculum is strong.
To raise attainment and accelerate progress in the Early Years so it is at least in line with national.	<ul style="list-style-type: none"> Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national. 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. Floor books to be used to evidence enriching activities and children talk openly about their activities with others. 	PE lead /TLA/ DP / EYFS lead / CTs £1000 towards improving environment for outdoor education to take place.	<ul style="list-style-type: none"> GLD is in line with national attainment and gaps are closing between all groups of learners. The learning environment is highly stimulating and provides rich, varied and imaginative experiences. EYFS children can articulate their learning well through use of floor books. 	GLD is in line with national attainment. The learning environment provides rich, varied and imaginative experiences. EYFS can articulate their learning well through use of floor books.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				1%
Intent	Implementation		Impact	
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	SUSTAINABILITY & NEXT STEPS
To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.	<ul style="list-style-type: none"> · Collaborative 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 working in schools (As safeguarding audit). · Ensure consistent standard risk assessments are used for Sports clubs and PE lessons. · Club registers to be developed to include medical care plans/needs, vulnerabilities, dismissal and pupil alerts. · Develop the facilities/resources available for KS1 pupils at playtime/lunchtime. · Participate in Dance Extravaganza 2023. 	PE lead / Playground lead /DP CTs/LTS leads Playtime/ lunchtime resources £120	<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 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. 	Staff are confident with their subject knowledge and lead can disseminate their expertise across the school. School council have helped to organise a penalty shootout this year to raise money for the school. These events need to be increased moving forward. Risk assessments for PE lessons and after-school clubs are replaced and updated annually. Club registers now contain all vulnerabilities and are kept on file to show attendance.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 4%
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. · Participation in School Games – Multi Skills Festival for KS1 children. · Sports Awards, gained by children out of school, to be showcased in assemblies and photographs displays in the hall. · PE leaders to expand network with other Infant schools and City Sports Association. 	<p>MAT PE leads</p> <p>Northwood stadium/coach hire for sports day £700</p>	<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 and are able to talk about their achievements. · Children participate in School Games festivals through City Sports Association. 	<p>Sports day feedback was really positive and all children competed in all races.</p> <p>Children are physically active in school.</p> <p>Sports Awards from outside of school are shared within assemblies and they children enjoy talking about their achievements.</p> <p>8 Year 2 children participated within the school games festival. Participation in these events needs to increase moving forward.</p>

Signed off by	
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