

HAMILTON ACADEMY SPORTS PREMIUM PLAN AND REVIEW 2022 – 2023

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 three 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Implementation of a 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.	<ul style="list-style-type: none">• Ensure assessment allows teachers to accurately plan the children's next steps in PE.• Baseline assessment to be used to establish pupils' starting points in fitness (the daily mile for KS1 only), skills and ability.• Continue to coach staff and provide appropriate CPD including embedding skipping.• Reinstate cross infant competitions carried out throughout the year.

Academic Year: 2022/23		Total fund allocated: 17,130.00		Date Updated: October 22																	
Key indicator 1: The engagement of all 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:															
						87.5%															
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, across EYFS.Staff to champion PP children to take part in extra-curricular activities during the academic year.		PE lead/ TLA / DP/CTs Management time of PE lead £14,750 per annum/ contribution to salary PP funding for extra-curricular clubs £300		<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:<ul style="list-style-type: none">Promotes the personal development of pupils, developing creativity and a healthy lifestyle.Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes.The impact of teaching on learning and progress overtime is good.		<ul style="list-style-type: none">Teaching of PE takes place weekly in all classes and staff follow the scheme of work.Monitoring, moving forwards, to focus on challenging children and targeting children with low fitness levels.Over the year many clubs have been offered. See data showing uptake below:<table><tr><td></td><td>Aut</td><td>Spr</td><td>Sum</td></tr><tr><td>ALL</td><td>45%</td><td>21%</td><td>26%</td></tr><tr><td>PP</td><td>50%</td><td>67%</td><td>88%</td></tr></table>Moving forwards staff to continue to champion PP children.PE lead to re-establish external providers for after school clubs.The golden mile takes place at lunchtime in KS1 and daily running games in EYFS. KS1 children are assessed at baseline and at least again at the end of the year. See data below:			Aut	Spr	Sum	ALL	45%	21%	26%	PP	50%	67%	88%
	Aut	Spr	Sum																		
ALL	45%	21%	26%																		
PP	50%	67%	88%																		

				<table><tr><td></td><td>Baseline</td><td>End of year</td></tr><tr><td>Year 1</td><td>71%</td><td>83%</td></tr><tr><td>Year 2</td><td>46%</td><td>56%</td></tr></table>		Baseline	End of year	Year 1	71%	83%	Year 2	46%	56%
	Baseline	End of year											
Year 1	71%	83%											
Year 2	46%	56%											
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									
				0.5%									
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:<ul style="list-style-type: none">○ 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.	<ul style="list-style-type: none">• An outdoor learning display was created in the corridor to showcase children’s learning carried out in forest school as well as the outdoor environment.• Following on from last year, the school council children present sticker awards in assembly for children who make healthy choices or bring a healthy lunchbox.• Although extra-curricular achievements are celebrated in assembly, moving forwards consider creating an achievement board to showcase talents.									
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 and Parent Forum to review policy and processes for healthy lunchboxes.• Lead sport clubs, healthy lifestyles clubs to accommodate needs/interests of parents and pupils where possible.	School Council lead / PDBW 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.	<ul style="list-style-type: none">• The playleaders have been coached into their new roles and during our recent Ofsted inspection, they were observed carrying out their role effectively. ‘Pupils take on positions of									

	<ul style="list-style-type: none"> • 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. 	<p>Classroom staff</p> <p>PE lead</p>		<p><i>responsibility, such as playleaders and support and encourage each other.’ (Ofsted Feb 22).</i> The play leaders are easily identified on the playground as they wear school logo hats.</p> <ul style="list-style-type: none"> • City catering visited the children in the Autumn term to discuss healthy meal choices. • After school clubs provide children with a range of choice from football, forest school, dance, mindfulness and so on. • Plans are in place to develop the main entrance to include a tyre park. • Moving forwards ensure that after school clubs are evenly distributed throughout the year and include healthy eating.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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. 	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 a high quality. 	<ul style="list-style-type: none"> PE deep dive took place in Spring 1 and drop ins were carried out across EYFS and KS1. Staff were given both individual and whole school feedback. Strengths – SOW is followed consistently, lessons show progression throughout the school, and children talk positively about their PE lessons and enjoy them. Teachers show good subject knowledge. Next steps – to continue to improve pupil fitness levels, EYFS focus on jumping, continue to address inconsistencies in PE kits. Ofsted Feb 22, identified that 'subject leaders develop their subjects with support from senior leaders' and the quality of our curriculum was judged as good overall.

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.	<ul style="list-style-type: none">• Children's physical development outcomes for AP3 are as follows;<table><tr><td></td><td>AP3</td></tr><tr><td>Rising 3's</td><td>57.14%</td></tr><tr><td>Nursery</td><td>71.43%</td></tr><tr><td>Reception</td><td>83.33%</td></tr></table>• Forest school takes place weekly in EYFS. KS1 have completed a half termly block of forest schools. High risk activities are also planned for all pupils during MAGIC activities e.g. pancakes and marshmallow toasting and the water/mud slide.• Children in EYFS self-select their fruit and register that they have accessed fruit. A new fruit stall has been created and implemented in KS1 to allow children to access fruit freely.• Floor books showcase outdoor learning opportunities for all children.		AP3	Rising 3's	57.14%	Nursery	71.43%	Reception	83.33%
	AP3											
Rising 3's	57.14%											
Nursery	71.43%											
Reception	83.33%											

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

Percentage of total allocation:

3%

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 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. 	<p>PE lead / Playground lead /DP</p> <p>CTs/LTS leads</p> <p>Playtime/ lunchtime resources £500</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 events and school development. 	<ul style="list-style-type: none"> • Ofsted Feb 2022, states 'visits and sporting activities are used to develop character and raise aspirations for example taking part in sports day with other local schools.' • KS1 children participated in Dance Extravaganza. This year's theme was 'Stoke-on-Trent'. The boys and girls represented the school very well. • A trim trail was installed on the KS1 playground in Summer 2. Moving forward, consider a lunchtime timetable to be created for all year groups to use the trim trail where appropriate. • Playtime resource order completed in Summer 2 for KS1. Resources to be used next year to enhance provision and playtime/lunchtime to be monitored.
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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

<p>To raise the profile of competitive sport ensuring children learn values such as respect, fairness and tolerance.</p>	<ul style="list-style-type: none"> • Arrange and lead sports day allowing all children to participate. • Participation in cross infant competition within the MAT to be re-established. • Sports Awards, gained by children out of school, to be showcased in assemblies. • PE leaders to expand network. 	<p>MAT PE leads Northwood stadium/coach hire for sports day £500</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. 	<ul style="list-style-type: none"> • Cross infant football match took place in Autumn 2 at Northwood Stadium. • On 23rd May, all children participated in sports day at Northwood Stadium. Children participated in all races which varied from the egg and spoon, sprint to bean bag balance and more. • During Friday's celebration assemblies, many children showcase their awards, such awards include swimming, dance and football. These awards are then celebrated with parents on class dojo. • Stoke City football club carried out a sponsored penalty shoot-out in school. • Moving forwards, PE lead to attend some Primary PE network meetings. • Continue to raise profile of competitive sport through more cross infant competition within the MAT.
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Signed off by	
Head Teacher:	
Date:	

Subject Leader:	R. Giles
Date:	14.10.22
Governor:	
Date:	