

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:

- 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.

Areas for further improvement and baseline evidence of need:

- 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.

Academic Year: 2024/25

Total fund allocated: £16,620

Date Updated: July 24

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity (undertake at least 30 minutes per 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. 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 	<p>PE lead/ TLA / DH/CTs</p> <p>Management time of PE lead £14,870 per annum/ contribution to salary</p> <p>PP funding for extra-curricular clubs £500</p>	<p>The curriculum sets out the aims of a programme of education and a structure that builds upon prior skills.</p> <ul style="list-style-type: none"> 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. 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. 	<p>The curriculum is working well. Teacher subject knowledge has developed and the quality of teaching and learning within P.E sessions has improved. However, 'Power of P.E' as a scheme is no longer available for updates or developed schemes of work.</p> <p>We have purchased a new scheme called 'P.E Hub'. The implementation of this will be detailed on the Academy Development Plan for 2025 - 2026.</p> <p>Teaching and learning of P.E is currently evidenced in EYFS floor books. Moving forward KS1 are going to evidence P.E In their floor books too.</p>

	children can articulate their experiences.		All SEND children are planned for, including those with significant SEND and outcomes are improved.	
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
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, for example more children to choose the salad Fitness – healthy lifestyles PE (hall or outside) Forest school area to be used to develop gross motor and fine motor skills Competition participation and achievement board (photos, certificates, awards) PE lessons to include talent spotting. Healthy Eating award to be implemented into school assemblies. 	DH/PE lead / playground lead Display costs contribution £20	<ul style="list-style-type: none"> The Co-op ways of being along with the 3 school rules are embedded and children articulate and demonstrate them. Outside school sporting achievements are celebrated through Class Dojo posts and in celebration assembly. Displays show participation in competitions outside of school. Healthy eating awards are presented in celebration assemblies. 	Regular reviews and monitoring visits document how the Co-op ways of being and the 3 school rules are well embedded across the whole school. Children do bring in medals and certificates from outside sporting events. However, this is not undertaken by all children. Undertaking outside competitions is an action for the academic year 2025-2026.
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 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 	School Council lead / PDBW PE lead Classroom staff	<ul style="list-style-type: none"> Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle. 	Playground leaders are in place. These children need to be more active in ensuring that all children are actively engaged in playtime activities.

	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. (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. • 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.	DH/PE lead	• A variety of extra-curricular clubs are run throughout the year by teaching and support staff to accommodate the needs and interests of pupils. • Play leaders encourage active play on the playground during playtimes and lunchtimes and are supported in their roles by lunchtime staff.	There has been a range of extra-curricular clubs offered to the children during the academic year 2024-2025. This will continue during the academic year 2025-2026 New play leaders to be trained.
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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	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.	• 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	PE lead/ DH	• 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	Monitoring shows that teaching and learning has improved across the curriculum including P.E. Through deep dives and reviews that have taken place the children have demonstrated the confidence to talk about what they have learnt and the skills

	<p>the use of floor books what they have been learning about.</p> <ul style="list-style-type: none"> • 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. 		<p>going to be learning about through the use of floor books.</p> <ul style="list-style-type: none"> • The impact of the taught curriculum is strong; pupils work across the curriculum is of high quality. 	<p>they have acquired when looking through their class floor books.</p>
<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 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 or above 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. 	<p>GLD for 2025 in in line with National.</p> <p>Internal data tracking demonstrates that children do make substantial progress from their starting points and gaps close throughout the early years. This is especially true by the end of key stage one.</p> <p>More support is needed to help some children within the early years to confidently talk about their learning journey.</p>
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
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 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 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. 	PE lead / Playground lead /DP CTs/LTS leads Playtime/ lunchtime resources £250	<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 used for PE lessons and sports clubs. • Club registers contain necessary information and are kept on file to record attendance and are monitored for inclusivity. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	SUSTAINABILITY & NEXT STEPS
	ACTIONS	STAFF LEAD & ESTIMATED COST	EVIDENCE OF IMPACT	

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. • 30 KS1 children participate in Dance Extravaganza at the Victoria Hall. • 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 Association as well as working alongside PE Leaders from new COOP MAT working party. 	MAT PE leads Northwood stadium 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 and are able to talk about their achievements. • Children across KS1 participate in School Games festivals through City Sports Association. 	Cross school competitions are already organised with Co-op academies for 2025-2026.
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