



# Ark Blacklands Primary Academy PE and Sports Premium Report

## 2022-2023

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Over the year we have been successful in girls and boys football tournaments. In November both teams reached the finals of a local tournament and came runners up. Later in the year two girl's teams participated in a football tournament at Hastings United Football club and finished 5th and 6th. This included a vulnerable pupil who has social, emotional and mental health challenges.</li> <li>In June eight children from Year 5 and year 6 took part in Quad Kids at St Leonards Academy and finished 3rd place.</li> <li>SEND children included in all PE lessons with planning adapted to allow all pupils to be successful and competitive competitions – regularly given opportunities to participate in their year groups.</li> <li>Recently eight children from year 4 attended a local tennis competition and finished a respectable 2nd place. They had access to highly skilled local tennis coaches.</li> <li>Last October year 5 and 6 represented the school at Cross country from which several children made county regional finals in Brighton.</li> <li>Following covid restrictions being lifted we were able to host sports day this ran successfully in upper phase and lower phase. Parents were also able to get parents in to watch.</li> <li>New opportunity for children to become sports leaders. This gives the pupil a voice on sporting provision and allows them to be part of leading PE in the school. Their job is to raise the profile of sport and exercise in school, provide feedback from pupils on what they feel they would like to have access to and also helping at sports day. These sports leaders are also given opportunities in assemblies to share sporting achievements.</li> <li>We have made full use of the daily mile running track. Children are given the opportunities to access it at breaktimes and lunchtimes. Additionally, teachers have used the daily mile track for brain breaks, cross curricular links and PE lessons.</li> <li>Cross curricular links between physical and mental health PSHE day.</li> <li>Professional athlete visited year 5 and delivered workshop</li> <li>Sports coach offers after school clubs to most year groups throughout the week where children are exposed to a variety of sports and games. As well as this, we have external companies who come in</li> </ul>	<ul style="list-style-type: none"> <li>Supporting children to improve fitness and self-confidence.</li> <li>Further refine PE Teaching and Learning with CPD for all staff</li> <li>PE Leads to monitor implementation of sports and physical education lessons</li> <li>Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers.</li> <li>Continue to improve accessibility to sport for children with SEND</li> </ul>

<p>a deliver dance, karate and football.</p> <ul style="list-style-type: none"> <li>• At the end of last year, we lead a CPD session outlining the importance of including games-based activities within their sessions. Support was offered to staff on how to plan for these sessions and exemplar planning was put on the system.</li> <li>• Both PE leads worked closely with NQT's and ATT's to help build their confidence with teaching PE and also to support with the planning of PE lessons.</li> <li>• SEND children included in all PE sessions and planning adapted to allow all pupils to be successful.</li> <li>• Louis supporting NQT and ATT's with delivering PE lessons</li> <li>• Lunchtime clubs with Louis for all year groups. This has included a focus on specific activities that consider up and coming competitions.</li> <li>• Specialist training by PE teacher and PE leads for competitions</li> <li>• Over the last year we have successfully embedded yoga into the PE curriculum across the school. A separate skills progression has now been created for yoga for teachers to follow to ensure that children are building on previous knowledge. This helps to improve gross motor skills and children's stability as well as providing a tool for relaxation.</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	65%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022/23	Total fund allocated: £21,350	Date Updated: September 2022		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 45%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £9,670	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue to invest in lunchtime and after school sporting activities to increase pupil participation in daily exercise.</li> <li>Continue to engage children in the daily running track challenges to increase pupil participation in daily exercise.</li> </ul>	<ul style="list-style-type: none"> <li>We are employing a sports coach to provide quality coaching and sporting activities at lunchtimes. Teachers also benefit from side-by-side learning from professional coaches.</li> <li>6-Love sports Academy               <ul style="list-style-type: none"> <li>Four full afternoons of targeted PE support for teachers and children, including Monday, Tuesday, Wednesday and Friday Lunchtime support</li> <li>4 afternoons of after school clubs.</li> </ul> </li> </ul>	6-Love sports coach  Motivational reward stickers	<ul style="list-style-type: none"> <li>Increased participation in coach led activities at lunchtime</li> <li>Pupil voice survey results.</li> <li>Club attendance registers</li> <li>After school club attendance registers show participation that continues the current level of engagement.</li> <li>Continued increase in the amount of pupil premium children currently accessing sport at lunchtimes and after school.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers all teach PE throughout the year to have the opportunity to put into practice the skills they have learnt with coaches.</li> <li>Act upon feedback from pupil voice.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: £500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Report regularly in school newsletter and Facebook page on PE and Sports throughout the year including curriculum and extra-curricular opportunities.</li> <li>Elect a sports leader(s) from each class to support the school with the launch of new fitness initiatives.</li> <li>Introduces new noticeboards for the school hall, to raise the profile of PE and Sport for all pupils, visitors and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to provide reports and photos to school office for publishing.</li> <li>Buy notice boards and have them fixed to the walls.</li> <li>Update noticeboards to engage pupil interest.</li> </ul>	Noticeboards	<ul style="list-style-type: none"> <li>Noticeboards are updated regularly and are populated with up-to-date information on matches, clubs and results.</li> <li>Pupil voice demonstrates that: <ul style="list-style-type: none"> <li>Pupils are keen to get involved in PE / Sport</li> <li>Increased pupil confidence and self-esteem as a result of sharing their successes, having a significant impact on learning across the curriculum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PE Curriculum Leads continue to raise profile of the subject.</li> <li>SLT committed to funding raising the profile of Primary PE and Sport.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				7%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £1500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Membership to VisionED – Specialists in Primary Physical Education</li> <li>• CPD training for teachers to support implementation of OAA curriculum.</li> <li>• CPD and training for PE leads: national qualification (level 3) which is aimed at supporting the delivery of high quality PE</li> <li>• Developmental training for ECTs and any new trainees</li> <li>• Scootfit top up training – in school led</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase membership.</li> <li>• Book CPD provided by VisionED – Specialists in Primary Physical Education</li> <li>• PE Lead to conduct top-up Scootfit sessions for teachers to ensure progression is secure.</li> </ul>	<p>VisionEd Membership</p> <p>CPD sessions for whole staff and CPD lead</p>	<ul style="list-style-type: none"> <li>• Increase in staff confidence to deliver PE lessons.</li> <li>• Well-planned PE lessons which incorporate the skills progression.</li> <li>• Increased confidence to lead gymnastics and dance as well as following the skills progression document.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop role of PE lead and ability to deliver in school training as part of ongoing school CPD.</li> <li>• Scootfit will make sure it follows a well sequenced and progressive lesson plan for the term.</li> <li>• Teacher staff will feel confident to teach Scootfit and use the equipment.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £7630	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Launch a free to attend girls' football after school club to increase girls participation, building in recent success of England women's team.</li> <li>• Fund ISA to support children with EHCPs to attend an after-school sports club.</li> <li>• Fund additional swimming lessons for identified y6 pupils not reaching the expected standard at the end of their y5 swimming curriculum lessons.</li> <li>• Fund Bikeability sessions for: <ul style="list-style-type: none"> <li>○ Level 1 – Y4 pupils</li> <li>○ Level 2 – Y6 pupils</li> </ul> </li> <li>• Ensure high quality resources available in sufficient quantity to support delivery of OAA activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Club to be advertised and start in Term 2</li> <li>• Survey parents about current after school provisions and look to respond to feedback.</li> <li>• Use proportion of PESP funding to run an intense swimming course (Top Up) <ul style="list-style-type: none"> <li>○ Identify pupils who cannot swim 25 metres.</li> <li>○ Look to book pool sessions for this target group or subsidise external swimming lessons.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ISA costs</li> <li>Swimming cost</li> <li>Bikeability cost</li> <li>Resources</li> </ul>	<p><i>EEF Sports Participation Report – August 2018.</i></p> <ul style="list-style-type: none"> <li>• Outcomes from parents survey leads to further opportunities offered in school.</li> <li>• Increased proportion of y6 pupils leave Blacklands meeting expected standard for swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on the success of this focus by widening the offer of events to include sports outside of the curriculum and greater links to local clubs to increase sport participation further</li> <li>• SLT to continue to explore targeted intervention within school in the summer months to catch up less competent swimmers</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2,050	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Further develop pupils' habits of determination, resilience and courage alongside pupil pride and teamwork through participation in inter/intra school competitive sports.</li> <li>• Participate in Ark Network sporting events – including transportation to London as required</li> </ul>	<ul style="list-style-type: none"> <li>• Make arrangements to participate in all the area and network competitions: including boys/girls' football, cross- country, netball, hockey and indoor/outdoor athletics.               <ul style="list-style-type: none"> <li>○ Arrange weekly practice sessions.</li> <li>○ Identify intra school competitive sport meets and attend.</li> <li>○ Subscribe to the Hastings and Rother School Games Partnership.</li> <li>○ Arrange transport for pupils to competitive sporting events.</li> <li>○ Arrange 'friendlies' with local schools to allow everyone to play competitively.</li> </ul> </li> </ul>	<p>Hastings and Rother partnership town sports affiliation</p> <p>Funds to support transportation costs, especially those out of town.</p>	<p><i>EEF Sports Participation Report – August 2018.</i></p> <ul style="list-style-type: none"> <li>• School attendance at all inter school competitions</li> <li>• A broader range of pupils will take part in regular competitive sports practice with a focus on year 3 and 4.</li> <li>• Pupil wellbeing and character development continuing to develop.</li> <li>• Improved attendance and engagement rates for targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Leads will design and implement an annual programme of competitive sport practice and competition days.</li> <li>• Pupil wellbeing and character development will be supported through sporting opportunities.</li> </ul>