

New Horizons Children's Academy



Sports Premium Funding Action Plan **Evidencing the Impact Review**

Inception date: July 2019

Review Date: July 2020



Children first – Challenge – Aspire - Achieve

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>The school have achieved the School Games Recognition Award for the commitment to physical activity from September-March, as well as the School Games Virtual Award for lock-down.</p> <p>The profile of P.E has been risen within the school, being seen as an important subject by pupils and teachers, which has been helped by the launch of a new curriculum which includes a strand called, 'Thinking Healthily.' This has helped pupils to identify the importance of physical education, nutrition and the link between physical and mental health.</p> <p>Pupils have continued to have an increased range of clubs and sporting opportunities on offer to them.</p>	<p>Further work needs to be done to ensure that the Year 6 cohort can swim competently, confidently and proficiently, as well as self-rescue in different water-based situations. Data needs to be collected through KS2 in order to accurately measure swimming data.</p> <p>To develop and embed the new Thinking Healthily curriculum.</p> <p>Provide further training for staff, in particular play leaders, to encourage more regular physical activity throughout the school day.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	No data due to Covid-19
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	No data due to Covid-19
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	No data due to Covid-19

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

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 pupils today and for the future.

Academic Year: 2019/2020		Total fund allocated: £20,700		Date Updated: 29/08/2020	
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: 53%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Increase the delivery of physical activities for pupils to ensure pupils continue to undertake at least 30 minutes of moderate to intense physical education every day.		<p>Access to qualified sports specialists at lunch time and after school.</p> <p>Further training for play leaders to engage pupils in regular physical activity.</p> <p>All pupils to continue to take part in, 'Mile a Day'</p> <p>Pupils to begin exercise at the beginning of the day.</p>		£11,000	<p>Clubs were extensive and run by qualified sports specialists from September-March. The number of clubs increased and the percentage of pupils taking part in club. For example, in Term 1, 199 pupils were involved in extra curricular sports clubs in KS2.</p> <p>Exercise at the beginning of the day was not able to be launched. However, during lock down, teachers provide pupils with ideas for how to be physically active at home, competitions and exercises they could complete at the beginning of the day and throughout the day.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 8%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A well-being team is being developed in order to improve the school community's understanding and link between physical and psychology well-being	<p>Development and training of a well-being team.</p> <p>Targeted children to support engagement and socio-emotional development weekly.</p> <p>Use of coaches to check in with vulnerable learners.</p> <p>Bringing in 'Fitness Friday'</p>	£1700	<p>New Horizons now have a dedicated well-being team, which includes Sports Coaches, who check in and support vulnerable learners, engaging them through physical exercise.</p> <p>Due to COVID-19, Fitness Friday has not been possible.</p>	<p>Next steps will involve a survey of pupils and staff on physical activity and wellbeing over lock down. This will help to plan for extra support from the well-being team if necessary. Later in the school year, the survey will be repeated.</p> <p>The attitudes of pupils have improved and P.E is now a key part of the culture and ethos of the school as part of 'Healthy Me' curriculum strand.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Enhance the quality of sport provision throughout the school with support from specialist coaches.	<p>Sport specialists will be used throughout the year to up-skill teachers through team-teaching.</p> <p>New equipment will allow access to a wider range of experiences and a greater choice of provision.</p> <p>Dance lessons introduced as part of the new school curriculum, alongside existing P.E lessons, run by sports coaches with teachers observing.</p>	£2,420	<p>Sports specialists were used from September-March to up-skill teachers.</p> <p>Sports equipment was bought which allowed pupils to have a greater experience and choice of provision. This was reflected in the curriculum.</p> <p>Dance lessons were successful and teachers now feel more confident to teach Dance independently in the next academic year.</p>	<p>The Sports Premium Funding, alongside school funding, was spent on specialist sports coaches as this cost £32,725 from September-March and therefore there is no money to roll onto the next academic year. However, the 2020-2021 Sports Premium money will also be spent on specialist coaches which will allow the CPD and team-teaching of P.E to continue to support teachers.</p> <p>Teachers are now equipped to teach their own dance lessons so this will be continued into the next academic year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

consolidate through practice:				
Ensure there is a broad range of sports and activities available for pupils.	<p>Development of the well-being team.</p> <p>Sports coaches delivering after school provision.</p> <p>Equipment to expand the provision with the curriculum.</p> <p>'Fitness Friday' initiatives.</p> <p>Dance lessons as part of the Thinking Healthily curriculum.</p> <p>'Wake up, Shake up' for EYFS and KS1.</p>	£4.580	<p>New Sporting opportunities have been bought in this academic year, for example, pupils have had the opportunity to take part in gymnastics club, dance club, basketball and tri-golf.</p> <p>The teaching of Dance as a separate subject to P.E and part of our Thinking Healthily curriculum started successfully but will need to be monitored in the next academic year to identify the impact due to no teaching of dance beyond March due to COVID-19.</p>	<p>During monitoring of P.E, it has been noted by the P.E coordinator that a focus needs to be on improving stamina and fitness levels across KS2. Therefore, a wider range of fitness activities have been planned into the curriculum long-term and medium term plans, alongside clubs such as cross country which are focused on improving stamina.</p> <p>Dance will be continued to be monitored throughout the next academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Pupils to attend local competitions, have access to friendly matches with local schools and academy sports competitions.</p> <p>Pupils will have the opportunity to compete in the mini youth games.</p>	<p>Design, size and order the first New Horizons sports kit to ensure all participants and provided with appropriate uniformed kit for sporting events.</p> <p>Purchase the resources to run all sports in Mini Youth Games within school time.</p> <p>To train staff to transport children to events, increasing pupil participation in inter-school competitions.</p>	£1000	<p>New kit has been ordered for the pupils which will continue to be used into the Next Academic Year and beyond.</p> <p>A sporting time table was produced with Mini Youth Games, alongside our own trust games (The TSAT games) to ensure more pupils had the opportunity to engage in competitive sport. These achievements were then celebrated in assembly. However, due to COVID-19, many of these competitions were unable to go ahead.</p>	<p>Planning has been completed for the next academic year in line with the inter-school competition calendar. This ensures that lessons teach the skills for the specific upcoming competitions.</p> <p>The school will be taking part in the inter-school competitions available through the Mini Youth Games in the next academic year to allow for the new year 5 and 6 pupils to take part in competitions. The Howard Sports Partnership will be bought into to ensure that there are a wider range of competitive opportunities, particularly for KS1, in 2020-2021.</p> <p>Whilst the profile of inter-school competitions has risen, the next focus is to raise the profile in intra-school competitions. This includes a</p>

				trophy that will be awarded and a Sports Crew to manage this.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E. Martin
Date:	29/07/2020
Governor:	
Date:	