

Good Shepherd Academy Sports Premium funding 2021 - 2022

Total amount allocated for 2021/22	£19,500
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Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<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> <p>Please see note above</p>	62%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	56.8%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<p>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?</p>	Yes/No

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Sustainability and suggested next steps:
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>8-week training program for Mini Leaders to promote a fun and active lifestyle during play times</p> <p>Purchase gym equipment for KS2</p> <p>Develop a whole school approach to achieving the 30 minutes (dance with Mini Leaders)</p> <p>Introduce KS2 equipment timetable</p> <p>Purchase sound system to be used in KS1</p> <p>Pupil voice</p>
<p>All children to be moving more and sitting less</p> <ul style="list-style-type: none"> • Pupil's daily physical activity is increased outside of the PE curriculum • Less active children to engage in lunch time club to increase their confidence, improve social skills and to get them moving more • Ensure PE and play equipment is well resourced and organised • Children to be moving more in the classrooms 	<ol style="list-style-type: none"> 1. Purchase new playground equipment that promotes teamwork 2. Purchase playground gym equipment for KS1 3. Purchased gross motor equipment for Nursery and Reception to use in PE lessons and to promote a love of sport during outdoor learning 4. Begin Mini Leader training 5. Staff to use active brain breaks throughout the day 6. Provide after school clubs for KS1 and KS2 – cricket, multi skills, hockey, basketball, irish dancing 7. Introduce lunch time club for the less active children ran by PE Lead 8. Trim trail timetable 9. Outside providers to come in and give the children taster sessions of new sports – Gaelic Football 	<p>£10,685</p>	<ol style="list-style-type: none"> 1. Most staff including brain breaks throughout the day, shared resources with all staff during staff meeting 2. All KS1 children accessing gym equipment and using it daily 3. All KS2 children accessing trim trail 4. All children accessing equipment at play times across school and moving more 5. Mega Moverz, less active children moving more with PE specialist engaging in fun games, focusing on team work and communication 6. Children wear PE kit all day for two days, children can engage in more physical activity at play times 	

	10. Outside provider to provide taster sessions of Kwik Cricket 11. All children to come to school wearing PE kit on two days of the week			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Sustainability and suggested next steps:
Intent	Implementation		Impact	Introduce a termly newsletter which showcases all PE achievements for the term Send home regular active games for the whole family to complete together
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?:	
To maintain our presence on social media and improve our publicity of our sporting offer for parents	1. Tweet any festivals, clubs, mini leader events, inter competitions to raise the profile 2. Offer in school taster sessions to children with outside clubs. Send the club information to parents on MyEd 3. Share any outside achievements during Celebration Assembly	Free	1. Children have shared outside sporting achievements during Celebration Assemblies 2. Outside providers retweeted to improve the traffic on their page 3. Information been sent to parents regarding different clubs outside of school – athletics, cricket, football	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Sustainability and suggested next steps:
Intent	Implementation		Impact	Purchase GetSet4PE scheme Provide training on how
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?:	

consolidate through practice:					to use GetSet4PE so staff can accurately assess each pupil
<ul style="list-style-type: none"> All staff to feel confident delivering the PE curriculum Staff to improve their confidence when assessing children TAs to receive CPD during the first PE session with the specialist and put it in practise during 2nd PE lesson with class teacher 	<ol style="list-style-type: none"> Staff provided with FGS planning documents PE lead created curriculum map outline progressive skills Curriculum map included a variety of sports Staff provided with half termly CPD drop -in session with PE specialist PE lead met with other PE leads within the trust to gain understanding of the curriculum PE lead attending Notts Active Conference Staff Questionnaires given at the beginning and end of the year to offer specific targeted support Staff meeting with all staff to outline curriculum map, curriculum intent, planning, what staff support is in place, active CPD session with PE specialist 	£4,572	<ul style="list-style-type: none"> Children are consistently having 2 PE lessons each week All staff are following FGS planning Staff confidence in delivering PE has greatly improved (staff survey) Some staff feel confident to use the planning to assess 	Continue half termly drop in CPD sessions	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Sustainability and suggested next steps:
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about	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		Mini leaders to carry out a pupil voice to see what activities the children

what they need to learn and to consolidate through practice:			changed?:	would like to take part in
<ul style="list-style-type: none"> • Offer a range of activities for children on the curriculum map • Offer a range of activities for children to attend outside of school • Offer lunch time and after school clubs <p>Additional achievements:</p>	<ol style="list-style-type: none"> 1. Create curriculum map that offered a broad and balance curriculum, introduce new units such as OOA team skills for KS1, health and wellbeing, volleyball 2. More children attending festivals and tournaments 3. Offer lunch time club for less active children 4. During after school clubs, allow opportunities for intra competitions 	£3,250	<ol style="list-style-type: none"> 1. Additional sessions outside of PE curriculum - year 4 attended multi skills festival, year 5 attended netball tournament, year 5 attended golf festival, year 2 attended OOA festival, year 5/6 football tournaments, year 4 athletics tournament, year 4 and 6 attended Gaelic football sessions, year 2 and 3 attending cricket sessions 2. All after school clubs at full capacity 3. Curriculum is broad and balanced – added new units to the curriculum map such as, OOA team skills, health and wellbeing 	<p>Year 1 – Year 6 to attend one festival per year</p> <p>Allocate more money to outside providers such as bikeability and OOA</p> <p>Mini Leaders to play a variety of games during lunch times and play times</p>

Key indicator 5: Increased participation in competitive sport				Sustainability and suggested next steps: For children to continue to compete in a variety of sports Opportunity for more outside providers for children to develop an interest in different sports
Intent	Implementation		Impact	
<p>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:</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>To compete in more intra and inter competitions</p> <ul style="list-style-type: none"> • After school clubs to allow opportunities for intra competitions • Children to continue to compete in inter competitions 	<ol style="list-style-type: none"> 1. KS2 children to take part in inter competition over a variety of sports 2. Children compete against one another in after school clubs 3. Children to compete against one another during final PE session of the unit 	<p>£993</p>	<ol style="list-style-type: none"> 1. Children took part in inter competitions (football, netball, athletics) 2. Children enjoy competing against one another in after school clubs 3. Children have had the opportunity to compete against one another during their final lessons of the unit once they have developed their skills 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Heather Sweeney

Date:	
Governor:	
Date:	