

## Good Shepherd Academy Sports Premium funding 2023 - 2024

Total amount allocated for 2023/24	£19,570
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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><b>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</b></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><b>N.B.</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>	70%
<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>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	No

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				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 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?:	
<ul style="list-style-type: none"> <li>Encourage children to be active for 30 minutes each day.</li> <li>Pupil's daily physical activity is increased outside of the PE curriculum</li> <li>Less active children to engage in weekly intervention to increase their confidence, improve social skills and to get them moving more</li> <li>Ensure PE and play equipment is well resourced and organised</li> <li>Children to be moving more in the classrooms</li> <li>Mini Leaders to run active play times</li> </ul>	<ol style="list-style-type: none"> <li>Purchased gross motor equipment for Nursery and Reception to use in PE lessons and to promote a love of sport during outdoor learning</li> <li>Completed Mini Leader training</li> <li>Staff to use active brain breaks throughout the day</li> <li>Provide after school clubs for KS1 and KS2 – cricket, multi skills, dodgeball, Fun Fit, gymnastics, golf, basketball, Irish dancing</li> <li>Weekly Mega Moverz intervention for the less active children ran by PE Coach</li> <li>Outside providers to come in and give the children taster sessions of new sports – e.g. Boccia</li> <li>6-week training program for Year 5 Mini Leaders to promote a fun and active</li> </ol>	£11025	<ol style="list-style-type: none"> <li>Staff including brain breaks throughout the day</li> <li>All KS1 children accessing play and gym equipment and using it daily</li> <li>All KS2 children accessing play equipment and gym and using it daily</li> <li>Mega Moverz, less active children moving more with PE specialist engaging in fun games, focusing on teamwork and communication</li> <li>Children wear PE kit all day for two days, children can engage in more physical activity at play times</li> <li>Children engaging with lunch times games led by the Mini Leaders based on feedback from the children – high engagement levels</li> </ol>	<p><b>Develop a whole school approach to achieving the 30 minutes (Mini Leader led activities, daily mile)</b></p> <p><b>Introduce Funky Fridays to promote active lunch times</b></p> <p><b>Continue pupil voice for lunch and after school clubs</b></p>

<ul style="list-style-type: none"> <li>Pupil voice to ensure clubs have a high attendance</li> </ul>	lifestyle during play times			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Sustainability and suggested next steps:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Continue termly newsletter which showcases all PE achievements for the term</b>  <b>Continue Fun Fit Families to promote fun engaging activities for families to do together 'for all for life'</b>
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	<ol style="list-style-type: none"> <li>1. Tweet any festivals, clubs, mini leader events, inter competitions to raise the profile</li> <li>2. Termly sports newsletter showcasing all PE achievements and experiences</li> <li>3. Share any outside achievements during Celebration Assembly</li> <li>4. Introduced Fun Fit Families – fortnightly activity shared by the Mini Leaders in school and sent to all families, families send in photos which are tweeted to promote a fun, active lifestyle for all</li> </ol>	Free	<ol style="list-style-type: none"> <li>1. Children have shared outside sporting achievements during Celebration Assemblies</li> <li>2. Staff tweeted broader experiences and PE lessons</li> <li>3. Outside providers retweeted to improve the traffic on their page</li> <li>4. Families engaging in fun activities together at home and photos been tweeted – promoting a love of sport and being active</li> <li>5. All parents receive termly newsletter celebrating PE</li> </ol>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 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?:	
<ul style="list-style-type: none"> <li>All staff to feel confident delivering the PE curriculum</li> <li>Staff to receive CPD from PE coach</li> <li>TAs to receive CPD during the first PE session with the PE coach and put it in practise during 2<sup>nd</sup> PE lesson with class teacher</li> <li>Ensure assessments are used to assess the component knowledge of the PE curriculum and inform future practise.</li> </ul>	<ol style="list-style-type: none"> <li>Get Set 4 PE repurchased including clear planning with diagrams, photos of resources and video tutorials</li> <li>PE lead updated curriculum map outlining progressive skills</li> <li>Curriculum map includes a variety of sports to spark's children love of different sports</li> <li>Staff provided with half termly CPD drop -in session with PE coach</li> <li>Staff Questionnaires given at the beginning and end of the year to offer specific targeted support</li> <li>Staff meeting - active CPD session with PE coach</li> <li>Guidance given to teachers for completing assessments on Get Set</li> </ol>	£3495	<ul style="list-style-type: none"> <li>Children are consistently having 2 PE lessons each week</li> <li>All staff are following Get Set 4 PE planning</li> <li>Staff confidence in delivering PE has greatly improved (staff questionnaire)</li> <li>Staff enjoyment in teaching PE has greatly improved (feedback from staff)</li> <li>Staff finding new assessment tool easy to use (staff questionnaire)</li> <li>CPD sessions based on feedback from staff questionnaire on where they would like support – supporting SEND pupils</li> </ul>	<p><b>Continue staff questionnaires to see where staff need support in delivering the curriculum</b></p> <p><b>Continue active CPD sessions for teaching staff with sports coach</b></p> <p><b>Continue half termly drop in CPD sessions</b></p>

	4 PE. 8. Assessments completed by staff are moderated to inform Mega Moverz interventions.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Sustainability and suggested next steps:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Mini leaders to continue carrying out pupil voice to see what activities the children would like to take part in</b>  <b>Year 1 – Year 6 to attend one festival per year</b>  <b>Mini Leaders to play a variety of games during lunch times and play times</b>
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?:	
<ul style="list-style-type: none"> <li>Offer a range of activities for children on the curriculum map</li> <li>Children to attend a festival event or have an outsider provider come in to school to run a festival event</li> <li>Offer lunch time and after school clubs</li> <li>Reserve 5 spots for SEN/PP pupils for all after school clubs</li> <li>Year 3 and 4 taking part in swimming</li> </ul>	<ol style="list-style-type: none"> <li>Create curriculum map that offered a broad and balance curriculum, delivered new topics such as OOA team skills for KS1, health and wellbeing, volleyball for KS2</li> <li>Offer festivals including new sports e.g. boccia</li> <li>More children attending festivals and tournaments</li> <li>Offer lunch time clubs based on children's interests (pupil voice)</li> <li>During after school clubs, allow opportunities for intra competitions</li> <li>Year 3 and 4 taking part in swimming to catch up from missed</li> </ol>	£4030	<ol style="list-style-type: none"> <li>Additional sessions outside of PE curriculum – Gaelic football, Bikeability, OAA festival, Schools' Football Week, dodgeball competition, boccia, multi skills festival, mini games festival</li> <li>All after school clubs at full capacity</li> <li>Curriculum is broad and balanced – added new units to the curriculum map such as, OOA team skills, health and wellbeing</li> <li>Monitoring PP, SEN pupil attendance which has increased</li> </ol>	

	opportunities during COVID.			
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Key indicator 5: Increased participation in competitive sport				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</p> <p>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>Ensure children engage in competitive sports activities.</p>	<ol style="list-style-type: none"> <li>1. KS2 children to take part in inter competition over a variety of sports, supported by PE coach</li> <li>2. Pupil voice indicating an interest in football after school clubs and tournaments</li> <li>3. Children taking part in football tournament with local schools</li> <li>4. Children compete against one another in after school clubs</li> <li>5. Children to compete against one another during final PE session of the unit</li> <li>6. Children to take part in competitive events – Gaelic football tournament</li> </ol>	<p>£1050</p>	<ol style="list-style-type: none"> <li>1. Children took part in inter competitions (football, netball, athletics)</li> <li>2. Children enjoy competing against one another in after school clubs</li> <li>3. Children have had the opportunity to compete against one another during their final lessons of the unit once they have developed their skills</li> </ol>	<p><b>For children to continue to compete in a variety of sports (inter and intra)</b></p> <p><b>Opportunity for more outside providers for children to develop an interest in different sports</b></p>

Signed off by

Head Teacher:	Celine Toner
Date:	
Subject Leader:	Sarah Whitaker
Date:	
Governor:	
Date:	