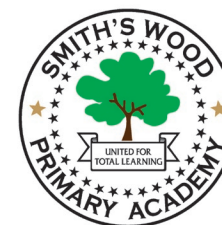


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| Key achievements to date until November 2021 | Areas for further improvement and baseline evidence of need: |
|--|---|
| <p>Specialist PE team ensuring high quality provision across all key stages</p> <p>School of Character – Introduction of PE life Skills Programme</p> <p>All pupils access at least 2 hours of PE</p> <p>A range of high quality sports interventions</p> <p>Virtual Participation</p> <p>Recovery Curriculum</p> <p>Whole School PESSPA Inset</p> <p>Representation at county level in sport at both mainstream and inclusive sports</p> <p>School Games</p> <p>Inclusive sports</p> <p>AfPE Membership</p> <p>Development of OAA</p> | <p>Recovery Curriculum - Swimming</p> <p>Uptake of extra-curricular activities post Covid-19</p> <p>Continued training of wider school staff</p> <p>Specialist training opportunities to all staff across a variety of all sports</p> <p>PE Life Skills Programme to become embedded</p> <p>Pupils to experience live sport</p> |



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| | |
|---|--|
| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021. | To be reported July 2022 following recovery delivery |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | To be reported July 2022 following recovery delivery |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | To be reported July 2022 following recovery delivery |
| 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? | Yes (Key Indicator 3) |



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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: 2021/22 | | Total fund allocated: £19,540 | | Date Updated: December 2021 | |
| 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: |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| Timetabled Physical Education for two periods a week promoting increased regular opportunities for physical activity. | | <ul style="list-style-type: none"> Continue to provide each class with specialist led PE lessons across the whole school. Physical activity interventions offered across the school BEAM and a generic ABC movement programme delivered to targeted pupils in Key Stage 1 | | 6345.00 | |
| | | | | Consistent levels of high quality teaching and participation throughout the school measured through observations and staff training feedback. Pupils access physical educational in a systematic way to enhance subject knowledge and acquire a progressive skill | |
| | | | | Sustainability and suggested next steps: To ensure all staff have the opportunity for CPD in Physical Education including ECT's | |



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| | <ul style="list-style-type: none"> Physical wellbeing workshops offered to pupils in conjunction with support for charity based initiatives. | | base. | |
|---|---|--------------------|---|---|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | |
| 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: |
| To raise pupils aspiration to achieve through PESSPA related programmes in school. | <ul style="list-style-type: none"> North Solihull Sport entries to all competitions aligned to the strategic aims of the Smith's Wood Primary Academy Extra Curricular Strategy. Explicit teaching of character values, embedded through the school ethos, is reignited ensuring every pupil accesses high quality provision through practical and theoretical contexts. Experiential learning | 4345.00 | <p>PESSPA is evidenced to be having a direct impact on measurable pastoral factors of all pupils such as attendance, punctuality, behaviour and attitudes towards learning.</p> <p>The personal skill sets of pupils are developing with engagement. Pupils will demonstrate the Smith's Wood School Values in all components of school life.</p> | <p>Support for PE Subject Leader through the wider sports team and senior leadership team to ensure that the application for AfPE Quality Mark is successful and evidenced.</p> <p>Recruitment for life skills coordinator.</p> |



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| | <p>opportunities linked to outdoor and adventurous activities are provided for all key stage II pupils.</p> <ul style="list-style-type: none"> • A continually enhanced package of competitive house events. • Application for AfPE Quality Mark • Launch new PE Life Skills programme. | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| 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: |
| To embed a new pedagogical approach to Physical Education delivery and Physical Development across the school. | <ul style="list-style-type: none"> • New planning formats are utilised by staff in key stage I and key stage II to determine a developmental approach on physical, psychological, technical and social components of identified delivery sports • Long Term planning will provide a more rounded approach to a progressive curriculum that showcases breadth. • Whole day INSET coupled with mentoring, coaching and team teaching for all staff ensures that professional development opportunities are maximised to support a commitment for | 1450.00 | <p>All PE lessons are judged to be outstanding. Pupils make outstanding progress over time and progress as a result of a broad but well aligned curriculum.</p> <p>Staff have an increased confidence in their delivery and feel well supported through team teaching and peer coaching initiatives.</p> | <p>Subject Leader monitoring is enhanced for the academic year to ensure consistent application of new process across the school.</p> <p>Enhanced support package from senior leadership team providing opportunities for feedback, monitoring and support.</p> <p>Further CPD on PE Life Skills programme.</p> |



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| | <p>outstanding practice in physical education.</p> <ul style="list-style-type: none"> Physical Literacy principals are enhanced through the new FKS curriculum and unit planning for nursery and reception pupils. Training provided for specialist staff to become an accredited provider of the YST Life Skills Programme. Application in May '22 for Gold School Games Mark. | | | |
|--|--|---------------------------|---|---|
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | |
| 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>Sustainability and suggested next steps:</p> |

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| | | | | |
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| <p>To provide a broad range of experiences through a variety of formal and informal delivery models utilising a plethora of sports and activities across the school.</p> | <ul style="list-style-type: none"> •Outdoor and Adventurous activities to be enhances for pupils across the school. This should include Canadian Canoeing on closed and open water, Climbing and Abseiling in both indoor and outdoor environments, Archery, Mountain Climbing and Hill Walking. •New sports to be phased into delivery through extra-curricular activity which include Tchoukball and Roundball. •All Physical Education lessons for KSI and KSII pupils to include a net and wall sport, gymnastics, dance, invasion sport, OAA, striking and fielding sport and Athletics. •Intra School Sport activities to be designed to monitor the development of school character values. • Swimming recovery programmes will target pupils who have missed learning time and ensure 'intense' catch up programmes are offered to all pupils. • Birmingham 2022 to become a key focus of delivery, | <p>6350.00</p> | <p>Pupils have greater opportunities to lead healthy lifestyles both on a physical and mental basis.</p> <p>Pupils transition to Secondary school having received a fully recovered curriculum in Physical Education at Primary School.</p> | <p>Identify training packages for key staff to ensure provision is delivered with high quality under the required safety guidelines.</p> <p>Identify key member of staff to lead on Birmingham 2022 initiatives.</p> <p>Re-configure the curriculum swimming programme.</p> |
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| | <p>volunteering, sports leadership and curriculum delivery as well as providing an opportunity for pupils to watch live sport.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| 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>To invite all pupils to participate in Level 1 intra school sport through the extra-curricular strategy and outstanding physical education delivery.</p> <p>To build upon existing models for inclusive opportunities that are embedded across the school that promote level 1 and level 2 opportunities.</p> <p>Level 2 inter school opportunities create a platform for success on regional and national levels.</p> | <ul style="list-style-type: none"> • Extra-Curricular Coordinator role is pivotal in implementing the EC strategy and providing analysis, monitoring and action planning on a termly basis. • Members of the North Solihull Primary School Sports Association which provides access to traditional sporting opportunities. • Members of North Solihull Sport which provides access to School Games Opportunities. • Specialist Teachers deliver elite level coaching in sports where pupils represent school at local, regional and national events. | 1050.00 | <p>Pupils aspire to continue to engage in a physical healthy lifestyle.</p> <p>Pupils utilise the skills they have gained from competitive opportunities in other aspects of their learning.</p> <p>Pupil learn to apply themselves in a variety of alternative environments and differing conditions preparing them for later life.</p> | Increase and track the level of participant who are competing in sport at regional and national levels. |



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|-----------------|--------------------------|
| Signed off by | |
| Head Teacher: | <i>D.M Givens</i> |
| Date: | 13.12.21 |
| Subject Leader: | Hayleigh Parker |
| Date: | 05/12/21 |
| Governor: | Nick Hobbis |
| Date: | |



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