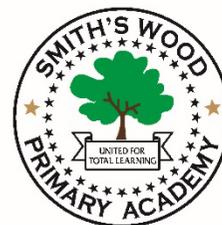


Smith's Wood Primary Academy

Sports Premium Statement 2022-23



Key achievements to date until November 2022:	Areas for further improvement and baseline evidence of need:
<p>Specialist PE Team ensuring delivery of high quality curriculum resulting in outstanding teaching. Rapid progress is made by all pupils and outcomes are judged as outstanding.</p> <p>All Pupils in school access at least two hours of high quality physical education, this is linked closely with school sport and physical activity.</p> <p>Smith's Wood Primary Academy are the first Primary School in Solihull to be awarded the Association for Physical Education Quality Mark with Distinction and are the only current holders of the award in Solihull.</p> <p>In achieving the Character Education Kitemark + award from the Association of Character, Smith's Wood Primary Academy have been recognised for outstanding contribution to developing pupils' wider opportunities to engage in extra-curricular activity. In addition, the report and assessments highlight utilising school sport and physical activity as a vehicle to advancing key character values in pupils across the school.</p> <p>Smith's Wood Primary Academy have received the School Games Gold award for the fourth year running, in addition to a virtual school games award. We hope to use this platform to apply for a platinum award at the end of this academic year</p>	<p>Increase opportunities for pupils to witness professional/elite sport through opportunities linked to National Governing Bodies of Sport.</p> <p>Develop individual technology footprints for all pupils and store evidence relating to achievement and progression through the curriculum. Utilise technology in a wider format during teaching following staff training and workshops in this area.</p> <p>Increase opportunities for disadvantaged pupils to take part in extra-curricular activities, particularly in Key Stage 1, removing barriers for all pupils.</p> <p>Continue to provide 'top up' swimming opportunities for pupils as they leave Key Stage 2 to ensure they have additional opportunities to meet the required curriculum standards.</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 2022.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26%
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 4)



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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: 2022/23		Total fund allocated: £19,590		Date Updated: November 2022	
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: 34%
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:	
Additional opportunities to be enhanced for before school, after school, break and lunch time opportunities in physical activity and school sport. Plan, deliver and enhance programmes of physical activity interventions and physical education interventions to enhance achievement and progress.	Specialist PE practitioners, employed by school, to lead on enhancements and delivery in extra-curricular activities. All activities must reflect the extra-curricular strategy model which underpin an approach to the 4 E's (Everyone, Entry, Emerging, Elite) of Pillar one. Specialist PE practitioners, employed by school, will cement progress through targeted interventions for those pupils who require additional support as	6750.00	SWPA meet the CMO target of ensuring that all pupils undertake 30 minutes of activity a day in school. Pupils are physically and mentally healthier in school as a result. This impacts pupil's enjoyment of school and has a positive impact on pastoral measures such as attendance and engagement with the curriculum. Pupil outcomes in Physical Education are enhanced ensuring	Continue to develop ECT access to high quality CPD in all areas of PE.	



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	identified through pastoral measures and curriculum evaluations.		outstanding progress is made by all pupils. All pupils have access to an outstanding physical education curriculum.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23%
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 and be inspired through sporting models and its impact through PESSPA related programmes in school.	<p>North Solihull Sport entries to all competitions are aligned to the strategic aims of the Smith's Wood Primary Academy Extra-Curricular Strategy.</p> <p>Explicit teaching of character values, embedded through the school ethos, ensures every pupil accesses high quality provision through practical and theoretical contexts.</p> <p>Experiential learning opportunities linked to outdoor and adventurous activities are provided for all key stage II pupils.</p>	4450.00	<p>Pupils have an improved knowledge and understanding of mental health, they are able to feel confident and trusting of teachers in discussing issues and are able to talk about what mental health means to them, they understand mental health as a vital cornerstone of maintaining a healthy lifestyle.</p> <p>Pupils uptake opportunities to extend their knowledge beyond the school setting</p> <p>Pupils know there are guaranteed opportunities</p>	Address a potential imbalance of intrinsic v extrinsic rewards in school.



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	<p>Pupil Leadership opportunities are further developed to include wellbeing initiatives, playground support programmes, anti-bullying activists, climate controllers, Smith's Wood Primary Academic Government representatives and House Captains.</p>		<p>beyond their time at Smith's Wood Primary Academy. They meet aspirational role models within school and the community leading to pupils having greater inspiration and ambition to achieve.</p> <p>Pupils have a clear understanding of how PESSPA contributes to their physical and mental wellbeing.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
Ensure that all pupils progress well from their starting points and achieve or exceed standards expected nationally as a result of outstanding teaching.	<p>Teacher questioning is enhanced and reflects the pedagogical model.</p> <p>Through the use of ICT systems, teachers use advanced ways to track progress through recording at the start and end of units as well as promoting instant feedback through the analysis of teacher led recordings and peer on peer assessment routes.</p> <p>Areas of strength and development feed, continually, in to further teaching and immediate support for pupils. It supports the differentiation in each lesson.</p> <p>This application of advanced immediate and baseline feedback also allows teachers to</p>	2500.00	<p>Pupil's progress is very focused as lessons are adapted to the needs of each class. Children are involved in thinking and decision making about the skills, which they need to focus upon, increasing their independence as learners and challenged as a result. Therefore, children are confident in talking about their progress in PE.</p> <p>A high level of pupils have increased skills in discussing their learning, through the social development component of lessons, and not just a core or main task as seen in other forms of traditional physical education teaching. This demonstrates children are seeing PE as a development of a range of skills, reflecting the pedagogical</p>	PE subject Leader to support lesson observations in Physical Education on a more consistent basis.



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	identify more able learners effectively and design ways to challenge them		approach, rather than just learning about tasks associated particular sport or activity.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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 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.	Extra-Curricular provision is coordinated in school as a subject responsibility, our strategy for extra-curricular activity is reflected through physical activity, school sport and personal development opportunities. Pupils engage in a breadth of opportunity that is highly innovative and exposes pupils to local, regional and national level opportunities. Pupils engage in a plethora of intra and inter school competitions. On an intra school basis, pupils from Reception to Year 6 compete in weekly	3350.00	Pupils' behaviour is outstanding. Pupils love coming to school. Pupils say that they feel safe and that they value the fantastic menu of learning and extra-curricular activities available to them. Children have a clear understanding of how PESSPA contributes to their physical and mental wellbeing. Children have high expectations of themselves as physical learners and understand how important and transferable the skills of PE	Ensure all staff are using the formative assessment platform to accurately store achievement in Swimming.



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	<p>competitions - representing their house. They do so through the vehicle of physical challenges and tasks that are likened to a variety of sports as identified through pupil voice.</p> <p>Pupils in Year 6 engage in a top up swimming programme to ensure they have every opportunity possible to meet and exceed curriculum expectations.</p>		<p>are. This strengthens their aspirational attitude towards self-improvement.</p> <p>Pupils meet or exceed curriculum expectations across all units of work in Physical Education.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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>	<p>Extra-Curricular Coordinator role is pivotal in implementing the EC strategy and providing analysis, monitoring and action planning on a termly basis.</p> <p>Members of the North Solihull Primary School Sports Association which provides access to traditional sporting opportunities.</p> <p>Members of North Solihull Sport which provides access to School Games Opportunities.</p> <p>Specialist Teachers deliver elite level coaching in sports where pupils represent school at local, regional and national events.</p> <p>Pupils experience workshops, key note addresses and the opportunity to watch live sport as</p>	2540.00	<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>	Track disadvantaged pupil participation in key stage 1 – Engage in regular reviews to remove barriers for non-participants.



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	inspirations to further participation and engagement.			
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Signed off by	
Head Teacher:	<i>D. M. Guerin</i>
Date:	11/11/22
Subject Leader:	<i>E. Biddle</i>
Date:	11/11/22
Governor:	<i>D. C. Hobbs</i>
Date:	11/11/22



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