

Sport Premium Evaluation 2021-2022

| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
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| <p>1. The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> - After school clubs introduced for extra-curricular sports from both Key Stage 1 and Key Stage 2. <p>2. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <ul style="list-style-type: none"> - Celebrating sport regularly through assembly. - Health and fitness INSET to facilities the importance of keeping fit for adults but also children. - OFSTED PE Deep dive <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> - Squiggle while you wiggle CPD from EYFS specialist. - DCCT team and their package rolled out <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <ul style="list-style-type: none"> - Increased levels of enjoyment and physically activity within PE lessons. - Extra-curricular activities. - Went to local secondary to use facilities. <p>5. Increased participation in competitive sport.</p> <ul style="list-style-type: none"> - Successful and inclusive sports day for both KS1 and 2. Parents comments were very positive - Netball High 5 tournament with hosting various games. - Festival of dance | <p>1. The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> - Need to raise the profile of PE on our QA & Monitoring cycle. - Mapped into curriculum with various links to wider opportunities <p>2. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <ul style="list-style-type: none"> - Integrate house system with sporting events. - Use of social media channels recently created to publish events. Newsletter to communicate to parents sporting events <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> - Develop school staff with PE experts to coach alongside some of our teachers. Contact local sports partnership provider. - DCCT partnership <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <ul style="list-style-type: none"> - Further links to be developed to offer pupils more curricular opportunities and outside pathways within local clubs. - MUGA capital bid for playground <p>5. Increased participation in competitive sport.</p> <ul style="list-style-type: none"> - Inter house competitions integrated into the school calendar. - Participate in local competitions. - Link with Landau College - Create competitive sports teams across KS2/KS1. |

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| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practiced safe self-rescue techniques on dry land. | |
| 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 2020. | 78% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 54% |
| 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

| Academic Year: 2021/22 | Total fund allocated: £18,160 | Date Updated: July 2022 | | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | Percentage of total allocation: 1% |
| 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: |
| At Landau Forte Academy Moorhead, we want to ensure children have regular opportunities to engage in exercise throughout the school day. | <ul style="list-style-type: none"> - 'Dough Disco' CPD. - Ensure all children have access to PE kit. Change policy so children can attend in PE kits to allow great accessibility and small amount available to chd. - Brain/movement breaks incorporated through school. *Many initiatives link to the anomaly board subscription – see below* | £0 £200 £0 | -Having children come dressed in PE kits has had a positive reaction from children and parents. Both voiced that it was easier than trying to remember to being PE kit. This has also meant an increase in participation in PE with majority of children coming prepared to participate. -Morning anomaly initiatives saw parents and children participating in morning physical activity sessions. However, these were cut short due to Covid-19 restrictions. | Children will continue to come to school in PE kits. However, expectations for suitable PE kits will be made more explicit to ensure consistency across the school and ensure children are wearing appropriate sports clothing for PE sessions. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: £2750 = 15% |
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| 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: |
| At Landau Forte Academy Moorhead, we want children to begin to take ownership and gain in confidence through supporting and joining in physical activity sessions. We also want to help ignite the spark of enthusiasm for sport and physical activity in those children who are less likely to engage. Intention is to create an atmosphere where children can build their confidence to engage in activities which they have not tried before. | <p>To embed the Junior Leadership Team in their roles and responsibilities to include monitoring sporting activities, organising inter house events.</p> <p>To run after school clubs (fitness and karate primarily) for children who we identify as low in confidence/self-esteem.</p> <p>To provide structured games at lunchtimes to social and emotional health through active participation and building friendships in order for many children to have a successful afternoon.</p> <p>Lunchtime resources to facilitate the above</p> <p>Release PE lead to coach and QA for a term</p> | <p>£200</p> <p>£50</p> <p>£1200</p> <p>DCCT package (see below for costs)</p> <p>£300</p> <p>£1000</p> | <p>Inter-house events interrupted by Covid-19 restrictions.</p> | <p>Our relationship with Derby County Trust will now allow our school teams to compete in competitions across the county. This will be done through house tams, school sports teams and through sports day festivals.</p> <p>Lunchtime provision and PE release time was interrupted by Covid-19, however, our partnership with Derby County Trust will see this in full force for the next academic year with even more opportunities built into the school days.</p> <p>PE lead release time will resume to ensure the impact of the weekly CPD session is having an impact.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 3% |
| 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: |
| At Landau Forte Academy Moorhead, we aim to ensure our staff have the relevant subject knowledge to teach a range of sports. | - Use resources for getset4pe scheme with a range of CPD, lessons attached to it and subject knowledge sections embedded throughout this resource. | £550 | Teachers spoke positively of the Get Set for PE scheme saying it was easy to follow, straightforward and helped to promote physical fitness amongst pupils. | Though it was successful, moving forward we will adapt planning from Derby County Trust to compliment the coaching sessions provided by them and to ensure complete coverage of PE outcomes across the Key Stages. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | £6600 = 36% |
| 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: |
| At Landau Forte Academy Moorhead, we want to pupils to experience a wide range of sports as part of our whole school curriculum. | - Resources purchased linked to whole school curriculum and offering additional sports e.g. lacrosse and yoga. - Cycle Derby - Cycle Derby CPD - Six weeks cricket lessons | £2,100 £500 £200 £1800 | Increased participation from pupils across the Key Stages, creation of school sports teams and increased lunch time/ after school clubs. | Continue with additional sports teams and opportunities created and push for inter-school opportunities and hosting opportunities to share the school's resources. |

| | <p>for UKS2</p> <ul style="list-style-type: none"> - Hockey sessions at Repton for UKS2 | £2000 | | |
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| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation:</p> <p>11%</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> |
| <p>At Landau Forte Academy Moorhead, we want to pupils to become involved in a range of competitions and have the opportunity to play sport with their peers</p> | <p>House activities have been launched and these activities to be mapped into spring and summer term.</p> <p>Sports day to be organised in reference to our newly introduced house system by PE lead and SLT.</p> <p>Basketball taster sessions for whole school</p> <p>Netball – High 5 league participation and training</p> <p>Access to Secondary school tournaments and PE sessions</p> <p>Transport & Staff time</p> | <p>Sports day equipment – £300</p> <p>£0</p> <p>£270</p> <p>£250</p> <p>£0</p> <p>£1450</p> | <p>Participation in key events across the city</p> | <p>Widen this reach with different sports and promote inclusivity e.g. girls teams/tag rugby</p> |

| Key indicator 1,2,3,4 and 5 – To purchase DCCT support and resources | | | Percentage of total allocation: |
|---|--|---|---------------------------------|
| | | | £6000 (33%) |
| Intent | Implementation | Impact | |
| To provide CPD to staff and support with curriculum development. | Teachers team teach with coach Winning mind – supporting transition, children's mental health. After school club Inset training | Ofsted deep dive highlighting key strengths in PE including CPD offer and opportunities for children through partnership. Silver schools games mark achieved | |
| Next steps: <ul style="list-style-type: none"> - Embed DCCT partnership – Change from getset4pe - School games mark – gold - Wider competitive participation - Wider opps in local community e.g. stickfit - Stop subscription for anomaly boards - Pupil voice | | | |