



Aspire Academy PE and sport premium grant impact statement 2020-21

Aspire Academy has extra funding from the DfE to make additional and sustainable improvements to the quality of PE and sport we offer.

It is expected that schools will see an improvement against the following five key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

PE and sport premium grant spending plan 2020-21

Allocation: £16,000

Sports grant coordinator: Amanda Tapsfield

Key indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

| Objective | Key actions | Allocated funding | Anticipated outcomes | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|---|--|---|--|------------------|--|
| Year 6 leavers:- | | 0 (covered within whole Centre swim costs) | <p>All Y6 leavers can:-</p> <ul style="list-style-type: none"> Swim at least 25m Improve their physical health and well-being Improve on their personal best during the morning run <p>Planned but not possible to carry through :-</p> <ul style="list-style-type: none"> Undertake basic maintenance on their own bicycles | | <p>Year 6 leavers 2020/21:-</p> <ul style="list-style-type: none"> Of 9 Y6 leavers all could swim. 2 lacked confidence in the water and were unable to demonstrate that they could swim at least 25 metres. Nonetheless both boys had developed greater confidence in the water & had ceased to use flotation aids all improved their proficiency on the morning run |
| Individual Sp Fam Change interventions | Individual mentoring using the medium of sport – focused on developing emotional health and well-being and | £13,000 | Pupils try out and enjoy a range of sporting activities that they would not normally experience | Mentors' reports | Pupils physical well-being and fitness improvements |
| | | | Pupils learn to use sport and physical activity as a strategy and tool in the management of | Centre records | Pupils' serious incidents and exclusion reduce as they learn to manage themselves more effectively |

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| | personal behaviour management | | their own behaviour and strong emotions | | |
| Swimming | Alternative terms hire of private swimming pool and coaches since our pupils cannot access the public baths | £1000 | All pupils will increase in their confidence in the water | Assessment by professional swimming coaches | All pupils improved their confidence in the water. From the start of the year when 50% worn swim aids and 4 needed to be supported or held by adults in the water with them at all times - by the end of the year all were swimming with pleasure and all but our youngest group without swim aids |
| Maintenance of high quality PE & sport equipment | As part of our pupils' additional needs replacement and maintenance costs are significantly higher than might usually be expected Provision of PE kit for all – essential due to the lack of indoor PE space. | £1000 | Pupil engagement is encouraged and ensured through the provision of high quality and varied equipment for PE lessons, collaborative play and physical therapy | | Pupils engage positively in a wide range of physical activities and in all weathers (we have not indoor PE space) Numbers of pupils engaging in scheduled 1to1 physical therapy /fitness programmes has increased this year. |

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement

| Objective | Key actions | Allocated funding | Anticipated outcomes | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|--------------------|--------------------|--------------------------|-----------------------------|------------------------|---|
| Morning run | | £100 | | Annual 2K run | Numbers grew through the year of those participating positively or active in supporting and encouraging their peers |

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| Collaborative play at playtimes | Increase equipment available and access to this through well-organised and accessible store | £800 | Happier playtimes | Monitoring of numbers and severity of incidents at playtimes | Number and severity of incidents reduced |
| Active maths programme | Subscription to Active maths program | £500 | PE programme which utilises games, ideas and activities suggested weekly | Monitoring of achievement in maths | Linked with improvements in maths achievement Pupils' levels of positive engagement in physical activity promoted |
| Tracking of pupil progress in PE & Sport | PE & Sport incorporated into Classroom Monitor – the school's academic tracking program | £200 | Staff are enabled to track pupil progress via a centralised electronic system | Monitoring of achievement & progress in the development of physical skills | Currently just a half-year's worth of data available so progress hard to demonstrate. The system is straightforward in terms of data entry, such that objective monitoring is now taking place efficiently. |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Objective | Key actions | Allocated funding | Anticipated outcomes | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|---|--|--------------------------|---|----------------------------|--|
| All staff more confident to support /join in and demonstrate the positive value of PE/Sport/ active leisure activities | Staff participate timetabled to participate in Rec for Life and Forest School sessions | 0 | All staff fully engaged in all activities planned Pupils willing to 'have a go' even when they lack confidence or are very negative about an activity Pupils' are encouraged to try new sports by watching staff attempting something new | Participation log “ | Photo record “ |

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| | A second MOS to be Forest School trained | £1500 | With the doubling of roll a second FS leader will facilitate all classes being able to access Forest School activities weekly | “ And timetables | FS is a very popular and effective tool in improving pupils' mental health & well-being. Engagement in the target activities and reduction in negative incidents throughout the school week give clear evidence of positive impact. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Objective | Key actions | Allocated funding | Anticipated outcomes | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|---------------------------------|-------------------------------|-------------------|--|--|---|
| Rec for Life programme:- | 1. Baskervilles gym | £3500 | 1. All pupils engage in the activity: pupils fine control of their own bodies; pupils cross body-midline development is increased; competence in brain-gym at school and the positive impact this has on their other learning demonstrated | Teacher observation and reporting at start and again at end of programme | 1. Pupils participate and collaborate |
| | 2. Team-building on the canal | £500 | 2. Collaboration & team-working improves. All pupils able to engage in each role in order to contribute to the safe 'sailing' of the barge | | 2. Pupils able to engage in each role on the boat in order to promote the success of the whole 'voyage' |
| | 3. Dance/dram a course at | £800 | 3. Introduction of a new programme to broaden | | 3. Pupils have experienced a new activity and loved |

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| | the egg theatre | | pupils' experience and extend 'cultural capital | | visiting the theatre & performing on a stage. Even those too self-conscious to be actively engaged enjoyed being in the theatre and watching |
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Key indicator 5: Increased participation in competitive sport

| Objective | Key actions | Allocated funding | Anticipated outcomes | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|--|---|-------------------|---|--------------------|---|
| Pupils will manage minor levels of competition positively | Plan a Sports Day that all pupils will feel able and enthusiastic about participating in. | £300 | All pupils will have fun and manage a very small level of competition | Staff observations | Photos and staff notes recorded a fun day had by all. |

Competition is a major challenge for our pupils whose self-image tends to be poor and self-esteem low. The balance between competition and collaboration is extremely hard for our pupils and they either pursue competition too strongly for their negative self-image on themselves increases. This is not a helpful KI for our pupils in this setting.

Competition against themselves to improve their personal performance in the morning run or at swimming is positive. The use of this grant to ease access to these targets has been positive in enabling all our pupils to participate in these challenges.

Total spend at this point: £23,700 (additional over allocation utilizes carry-forward from 2019/20)