

PE Raising Achievement Plan and Sports Premium Budget Tracking

This section captures our intended annual spend against the 5 key indicators, and we also clarify the success criteria and evidence of impact that we intend to measure to evaluate for pupils today and for the future.

Total Sport Premium Funding: £19,530

 <div style="text-align: center;"> <h2 style="margin: 0;">Milton Primary Academy</h2> <h3 style="margin: 0;">Academic Year 2019-2020</h3> <h1 style="margin: 0; font-size: 2em;">PE</h1> </div> 	
High Priority Actions	Ongoing Actions
<ul style="list-style-type: none"> CPD of PE team and PE staff. Raising the profile of sports and physical activity. Mental well-being. Impact report on PE funding from the last academic year. Improve number of children achieving length in swimming. Improve participation level of children in PE and extra-curricular activities. 	<ul style="list-style-type: none"> Inclusion of children in a wide variety of activities. Child participation in PE-based events. CPD for staff and subject knowledge. Children to have an enthusiasm for being active. Fitter and healthier children. Raising the profile of PE within the academy.
<ul style="list-style-type: none"> <li style="color: #ff00ff;">Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. <li style="color: #8000ff;">Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement. <li style="color: #ffa500;">Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport. <li style="color: #00ff00;">Key Indicator 4: broader experience of a range of sports and activities offered to all pupils. <li style="color: #00aaff;">Key Indicator 5: increased participation in competitive sport. 	

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Academic Year: 2019/20		Total fund allocated: £10450			Date Updated: 13 th July 2020	
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: 49.6%
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
		Who	Time	Funding Allocated		
Monitor and improve the number of children achieving the expected standard at KS2 in swimming.	<ul style="list-style-type: none"> Record the number of children achieving the standard at the beginning of the year. Increase the number of children going swimming throughout KS2. 	GB/MS	Ongoing	£0	Spend £0 <ul style="list-style-type: none"> Record level of children at the beginning of the year already meeting the KS2 expected standard. No further impact as swimming provision cancelled due to Covid-19. 	<i>0% of total Sport Premium allocation</i> Not applicable
Educate children on healthy eating & mental well-being.	<ul style="list-style-type: none"> More children to be active for 30 mins during the academy day. Children to have a good understanding of the benefits associated with the consumption of healthy food – this now forms a key part of the PE curriculum. An after-school Healthy Eating clubs is to take place with children from all year groups attending. 	GB/MS LMA EW*	Ongoing	£250	Spend: £0 <ul style="list-style-type: none"> All children had discrete teaching linked to health and wellbeing as part of PE curriculum and subsequently have an improved understanding. Increased awareness within the academy and community about the recommended 60 mins (30 minutes in school and 30 minutes at home) of daily exercise, as recommended in the obesity strategy. 	<i>0% of total Sport Premium allocation</i> <ul style="list-style-type: none"> Children have an increased understanding of health and wellbeing and this will continue to be the case, and continue to be taught, in the next academic year and beyond.

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<p>Improve the overall health and behaviour of pupils through greater engagement in physical activity in PE lessons, lunchtimes and sports clubs</p>	<ul style="list-style-type: none"> • LMA after-school and lunchtime clubs for KS1 and KS2 running throughout the year. • Healthy Eating after school club to run throughout the year. • Regular assemblies promoting both mental and physical wellbeing. • End of term assemblies or presentations celebrating children that have taken part in competitions, festivals and tournaments. 	<p>GB/MS LMA</p>	<p>Ongoing</p>	<p>£9700</p>	<p>Spend £9414</p> <ul style="list-style-type: none"> • LMA after-school and lunchtime clubs running 3 days per week with some oversubscribed – in some cases supported by PE-Specialist HLTA's. • LMA beginning to train lunchtime playground leaders to lead physical activities during breaks and lunchtimes. • Healthy Eating after-school club running throughout the year and oversubscribed. • All children had discrete teaching linked to health and wellbeing as part of PE curriculum and subsequently have an improved understanding. • Significant reduction in lunchtime 'Time Outs', in part a result of greater engagement in structured physical activities. • All children take an active part in PE lessons and baseline assessment of fitness at the start of the year (no opportunity for end-point assessment due to Covid-19). 	<p>48.2% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • HLTA PE Specialists will continue to lead lunchtime and after-school sports provision in the event that specialist sports coaches are no longer employed. • Preliminary training of playground leaders will ensure that the provision of structured activities and break and lunchtimes does not diminish in the absence of specialist sports coaches. • Children have increased interest in healthy eating as a result of oversubscribed after-school club. • Children have an increased understanding of health and wellbeing and this will continue to be the case, and continue to be taught, in the next academic year and beyond. • Baseline assessment of children's fitness to be conducted at the beginning of each academic year to continue and be used to inform the teaching and learning of health, fitness and wellbeing.
<p>Increase the availability of resources to deliver a broad, balanced range of structured physical activities during break and lunchtimes.</p>	<ul style="list-style-type: none"> • Range of additional equipment purchased including: <ul style="list-style-type: none"> • <i>Space hoppers</i> • <i>Tennis balls</i> • <i>Hoops</i> • <i>Bean bags</i> • <i>Bibs</i> <p><i>Supplemented by LMA Academy supporting lunchtime provision by facilitating structured physical activities.</i></p>	<p>EW*</p>	<p>Autumn 2019</p>	<p>£500</p>	<p>Spend: £268.12</p> <ul style="list-style-type: none"> • LMA using new equipment when running lunchtime clubs 3 days per week. • Significant reduction in lunchtime 'Time Outs', in part a result of greater engagement in structured physical activities. 	<p>1.4% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • Wide range of resources now in place and available to use daily to engage children in the broad and balanced provision of structured physical activities at lunchtime.

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Academic Year: 2019/20	Total fund allocated: £0				Date Updated: 13 th July 2020	
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of Total Allocation: 0%	
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
Ensure that all children participate in the Daily Mile 5x per week.	<ul style="list-style-type: none"> Daily Mile to happen every day and in turn ensure that children are participating in 15 minutes of moderate to vigorous exercise. Academy Parliament / Sports Leaders to lead lunchtime challenges and identify different ways to keep the Daily Mile fresh and interesting. 	GB/MS	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> All children now participate in the Daily Mile 5x per week and in turn participate in 15 minutes of moderate to vigorous exercise each day. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Further investment in the Daily Mile though the provision of new fitness trail markings parallel to the Daily Mile circuit on KS2 playgroup using ‘Carry forward’ funding from current academic year. Children will continue to participate in the Daily Mile and therefore participate in 15 mins of moderate to vigorous exercise per day during their time at Milton.
Embed ‘Five Ways to Wellbeing’ across the academy	<ul style="list-style-type: none"> Wellbeing scale to continue to be used in all classrooms across the school. Children to continue to be taught how to use the wellbeing scale within the classroom and this will be launched in September 2019 during a whole academy assembly. Assemblies to be carried out throughout the year to promote and educate children on mental wellbeing. 	EW* LP	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> All children now have an awareness of mental health as well as physical health and are able to draw on a number of different strategies to help them improve their mental wellbeing. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Children will continue to utilise the tools that they have learnt in order to maintain or improve their mental wellbeing Wellbeing posters to be redesigned in order to make them more engaging for children of all ages.

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Academic Year: 2019/20		Total fund allocated: £10450			Date Updated: 13 th July 2020	
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:	
					49.6%	
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
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Educate children on healthy eating & mental well-being.	<ul style="list-style-type: none"> More children to be active for 30 mins during the academy day. Children to have a good understanding of the benefits associated with the consumption of healthy food – this now forms a key part of the PE curriculum. An after-school Healthy Eating clubs is to take place with children from all year groups attending. 	GB/MS LMA EW*	Ongoing	£250	Spend: £0 <ul style="list-style-type: none"> All children had discrete teaching linked to health and wellbeing as part of PE curriculum and subsequently have an improved understanding. Increased awareness within the academy and community about the recommended 60 mins (30 minutes in school and 30 minutes at home) of daily exercise, as recommended in the obesity strategy. 	<i>0% of total Sport Premium allocation</i> <ul style="list-style-type: none"> Children have an increased understanding of health and wellbeing and this will continue to be the case, and continue to be taught, in the next academic year and beyond.

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<p>Improve the overall health and behaviour of pupils through greater engagement in physical activity in PE lessons, lunchtimes and sports clubs</p>	<ul style="list-style-type: none"> • LMA after-school and lunchtime clubs for KS1 and KS2 running throughout the year. • Healthy Eating after school club to run throughout the year. • Regular assemblies promoting both mental and physical wellbeing. • End of term assemblies or presentations celebrating children that have taken part in competitions, festivals and tournaments. 	<p>GB/MS LMA</p>	<p>Ongoing</p>	<p>£9700</p>	<p>Spend £9414</p> <ul style="list-style-type: none"> • LMA after-school and lunchtime clubs running 3 days per week with some oversubscribed – in some cases supported by PE-Specialist HLTA's. • LMA beginning to train lunchtime playground leaders to lead physical activities during breaks and lunchtimes. • Healthy Eating after-school club running throughout the year and oversubscribed. • All children had discrete teaching linked to health and wellbeing as part of PE curriculum and subsequently have an improved understanding. • Significant reduction in lunchtime 'Time Outs', in part a result of greater engagement in structured physical activities. • All children take an active part in PE lessons and baseline assessment of fitness at the start of the year (no opportunity for end-point assessment due to Covid-19). 	<p>48.2% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • HLTA PE Specialists will continue to lead lunchtime and after-school sports provision in the event that specialist sports coaches are no longer employed. • Preliminary training of playground leaders will ensure that the provision of structured activities and break and lunchtimes does not diminish in the absence of specialist sports coaches. • Children have increased interest in healthy eating as a result of oversubscribed after-school club. • Children have an increased understanding of health and wellbeing and this will continue to be the case, and continue to be taught, in the next academic year and beyond. • Baseline assessment of children's fitness to be conducted at the beginning of each academic year to continue and be used to inform the teaching and learning of health, fitness and wellbeing.
<p>Increase the availability of resources to deliver a broad, balanced range of structured physical activities during break and lunchtimes.</p>	<ul style="list-style-type: none"> • Range of additional equipment purchased including: <ul style="list-style-type: none"> • <i>Space hoppers</i> • <i>Tennis balls</i> • <i>Hoops</i> • <i>Bean bags</i> • <i>Bibs</i> <p><i>Supplemented by LMA Academy supporting lunchtime provision by facilitating structured physical activities.</i></p>	<p>EW*</p>	<p>Autumn 2019</p>	<p>£500</p>	<p>Spend: £268.12</p> <ul style="list-style-type: none"> • LMA using new equipment when running lunchtime clubs 3 days per week. • Significant reduction in lunchtime 'Time Outs', in part a result of greater engagement in structured physical activities. 	<p>1.4% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • Wide range of resources now in place and available to use daily to engage children in the broad and balanced provision of structured physical activities at lunchtime.

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Academic Year: 2019/20	Total fund allocated: £0				Date Updated: 13 th July 2020	
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of Total Allocation: 0%	
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
Ensure that all children participate in the Daily Mile 5x per week.	<ul style="list-style-type: none"> Daily Mile to happen every day and in turn ensure that children are participating in 15 minutes of moderate to vigorous exercise. Academy Parliament / Sports Leaders to lead lunchtime challenges and identify different ways to keep the Daily Mile fresh and interesting. 	GB/MS	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> All children now participate in the Daily Mile 5x per week and in turn participate in 15 minutes of moderate to vigorous exercise each day. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Further investment in the Daily Mile though the provision of new fitness trail markings parallel to the Daily Mile circuit on KS2 playgroup using ‘Carry forward’ funding from current academic year. Children will continue to participate in the Daily Mile and therefore participate in 15 mins of moderate to vigorous exercise per day during their time at Milton.
Embed ‘Five Ways to Wellbeing’ across the academy	<ul style="list-style-type: none"> Wellbeing scale to continue to be used in all classrooms across the school. Children to continue to be taught how to use the wellbeing scale within the classroom and this will be launched in September 2019 during a whole academy assembly. Assemblies to be carried out throughout the year to promote and educate children on mental wellbeing. 	EW* LP	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> All children now have an awareness of mental health as well as physical health and are able to draw on a number of different strategies to help them improve their mental wellbeing. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Children will continue to utilise the tools that they have learnt in order to maintain or improve their mental wellbeing Wellbeing posters to be redesigned in order to make them more engaging for children of all ages.

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Academic Year: 2019/20	Total fund allocated: £3580				Date Updated: 13 th July 2020	
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of Total Allocation Spent:	
					9.3%	
Intent – ‘the what’	Implementation – ‘the how’				Impact – ‘the so what’	Sustainability and Suggested Next Steps:
What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	How are our actions linked to our intentions?				What do pupils now know and what can they now do? What has changed?	To what extent will this impact be seen over an extended period? What will we do now?
		Who	Time	Funding Allocated		
To embed a consistent and effective planning and assessment system for PE within the school.	<ul style="list-style-type: none"> Monitor the use of PEDPASS planning and assessment in PE lessons. Assess the impact this is having on pupils understanding and attainment within lessons and ensure that there is a progression of skills being taught across all years. 	GB/MS LMA EW*	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> Key staff feel more confident in delivering PE. Children engage fully with planned lesson content and show a love for being active. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Key staff now confident to continue delivering high-quality physical education and school sport. Children likely to demonstrate a sustained love for being active and continual engagement with planned lesson content.
Start the application for the AfPE quality mark.	<ul style="list-style-type: none"> Begin the application to secure the AfPE quality mark This package includes termly meetings working with an AfPE adviser and gaining insight into national best practice. Updates and networking with outstanding PE practitioners. 	EW*	Spring 2020	£850	Spend: £850 <ul style="list-style-type: none"> Monitor and measure how PE is being delivered across the school in accordance with National Curriculum expectations. 	4.4% of total Sport Premium allocation <ul style="list-style-type: none"> Completion of AfPE quality mark to take place over 1 full academic year. AfPE quality mark to assure current best practice and capacity to sustain this over time.

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<p>Improve the subject and pedagogical knowledge of key staff (PE) across the academy.</p>	<ul style="list-style-type: none"> • Key staff to attend a range of CPD opportunities, inc. the following: <p>PE Specialist HLTA's - Improving School Swimming. 17th October 2019 Online Learning Assessment</p> <p>Improving PE Curriculum and Assessment Course 7th November 2019</p> <p>Level 5 PE Course 17th June 2019 19th September 2019 11th October 2019 10th January 2020</p> <p>Improving and Measuring Pupils' Fitness 11th November 2019 (Plus 1 in school session to demonstrate how to use the programme in school.) Date TBC</p> <p>PE Specialist HLTA's and Subject Leader - PE Conference 2020 12th June 2020</p> <p>Subject Leader - 1:1 PE Day Session 3rd July 2020 Alton Towers</p> <p>EYFS Teachers / Practitioners - FundaCats ASM, incorporating Maths, PSED, C&L and Physical Development Autumn Term 2019</p>	<p>EW* LMA</p>	<p>Ongoing</p>	<p>£2730</p>	<p><i>Due to Covid-19, not all planned CPD opportunities were attended. Those marked in green were attended and those marked in red were not attended.</i></p> <p>Spend: £962.34</p> <ul style="list-style-type: none"> • Key staff feel more confident in delivering PE. • Key staff are able to accurately assess children's learning and physical development prior to planning appropriate next steps and targets. • Key staff have a secure understanding of how to arrive at an accurate benchmark of children's fitness and wellbeing, prior to planning appropriate next steps and targets. • Monitor and measure how PE is being delivered across the school in accordance with National Curriculum expectations. • Have a good understanding of current best practice and relevant issues in the sector. 	<p>4.9% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • Key staff now confident to continue delivering high-quality physical education and school sport. • Key staff will continue to benchmark pupils' fitness and wellbeing and plan developmentally appropriate next steps.
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Academic Year: 2019/20	Total fund allocated: £2500				Date Updated: 18 th July 2020	
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of Total Allocation: 7.6%	
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
		Who	Time	Funding Allocated		
Provide a fully inclusive curriculum and support those who may be more able or have special educational needs and/or disabilities.	<ul style="list-style-type: none"> Identify community club links and signpost more able learners to these in order to provide challenge beyond school level competition. SEND and PP to be encouraged and put forward to take part in inter-school activities. LMA Academy to run a Change for Life club. 	GB/MS LMA EW*	Ongoing	£0 *Some objectives covered by funding in other areas	Spend: £0 <ul style="list-style-type: none"> All ‘more able’ pupils have been made aware of club level sporting opportunities in their areas of strength and many of these children participate at club level. Through school sport and competitions, many more able learners have represented the city in team or individual sports. Change for Life festival took place at Birches Head High School and was attended by 8 identified children across KS2 (inc. SEND and PP), enabling them to participate in school sport in an inclusive environment. 	0% of total Sport Premium allocation <ul style="list-style-type: none"> More able learners to continue accessing competitive school sport and opportunities to represent the city, county, etc. Further opportunities for SEND and PP children to take part in inter-school activities to be offered, inc. as part as the Stoke School Sports Partnership SLA. LMA Academy to continue offering 3x weekly inclusive lunchtime clubs to engage a wider range of learners in school sport and develop their understanding of health and wellbeing.
Ensure pupils to take greater ownership of developing PE and sport across the academy.	<ul style="list-style-type: none"> Sports Council to lead activities and a sporting event and look at a risk assessment for that event. Children to represent school in new academy sports kit and sponsored sports kit. National School Sports Week (20th-26th June 2020) Sports Council to run an in- 	GB/MS EW*	Ongoing	£0	Spend: £0 <ul style="list-style-type: none"> Some children now take greater ownership of their physical and mental well-being through increased participation in school sport organised by the Academy Sport Council. Some children now have a greater sense of sporting identity having represented the 	0% of total Sport Premium allocation <ul style="list-style-type: none"> Sports Council and Playground Leaders to be amalgamated and rebranded as ‘Sports Leaders’ in 2020-21 Sports Leaders to receive further training from LMA Academy and PE Specialist HLTA’s in order to ensure competency when leading sporting

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	<p>house sports competition with children competing in their houses and playing a diverse range of sports such as Dodgeball and Seated Volleyball.</p> <ul style="list-style-type: none"> • Playground Leaders to be trained in active playtime activities, with LMA Academy lunch time provision including training for staff and children. 				<p>academy in newly purchased sports kit.</p> <ul style="list-style-type: none"> • Playground leaders have an improved understanding and capacity to lead sports activities during break and lunchtimes but not yet fully competent due to limited training prior to Covid-19 closure. 	<p>activities.</p> <ul style="list-style-type: none"> • Further academy sports kit to be purchased and greater opportunities for a wide range of children to use this when representing the academy to be offered.
<p>Increase the availability of resources to deliver a broad, balanced curriculum including a range of different sports.</p>	<ul style="list-style-type: none"> • Wide range of PE and school sport resources to be purchased, including: <ul style="list-style-type: none"> ○ bean bags, netballs, badminton rackets, basketballs, shuttlecocks, tennis balls, batting tees, rounders bats, rugby balls, volleyballs, sacks, boccia set, speedy net, netball bibs, tag belts, sports day equipment, bibs, dodgeballs, handballs and javelins • Children to be afforded more opportunities to use sport-specific resources during both PE lessons, after-school clubs and lunchtime / breaktimes activities. 	EW*	Autumn 2019	£2500	<p>Spend: £1492.76</p> <ul style="list-style-type: none"> • All children now have the opportunity to participate in well-resourced sporting activities at break and lunchtimes. • All PE lessons are now taught using sport-specific resources and children are able in many cases to use resources / equipment with greater confidence and competence. • Children now have a greater awareness of inclusive sports, such as seated volleyball and Boccia, as a result of their inclusion in the core-curriculum following the purchase of the necessary resources / equipment. 	<p>7.6% of total Sport Premium allocation</p> <ul style="list-style-type: none"> • Continue to offer a diverse range of well-resourced sporting opportunities at break and lunchtimes but further develop the leadership of these so that Sports Leaders take greater ownership of their delivery. • Continue to monitor the availability of the resources required to deliver a broad, balanced curriculum including a range of different sports and replenish damaged or consumable resources using academy sports budget or future Sports Premium funding.

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Academic Year: 2019/20	Total fund allocated: £3000				Date Updated: 18 th July 2020	
Key Indicator 5: Increased participation in competitive sport					Percentage of Total Allocation: 8.8%	
Intent – ‘the what’ What we want the pupils to know and be able to do and what they need to learn and consolidate through practice.	Implementation – ‘the how’ How are our actions linked to our intentions?				Impact – ‘the so what’ What do pupils now know and what can they now do? What has changed?	Sustainability and Suggested Next Steps: To what extent will this impact be seen over an extended period? What will we do now?
		Who	Time	Funding Allocated		
To increase the number of opportunities for pupils to participate in competitive sport (both inter and intra-school)	<ul style="list-style-type: none"> Establish a formal competition structure for participation in competitive school sport that increases opportunities for pupils. Apply for games mark award and aim to retain ‘Gold Mark’ status. Subsidise the cost of competition entry at inter-school level as part of Stoke School Sports Partnership and Hanley Football League. Provide transport to inter-school sports competitions and festivals for vulnerable and disadvantaged pupils, as well as those previously not able to attend due to a lack of parental engagement. 	GB/MS EW*	Autumn 2019	£3000	Spend: £1710 <ul style="list-style-type: none"> Wider range of pupils able to participate in inter-school sport and festivals as a result of subsidised transport costs for some events taking place both during and after the academy day. Formal competition structure not yet established (in part due to academy closing owing to Covid-19 pandemic) but LMA Academy and Sport-Specialist HLTA’s to prioritise this area of development in 2020-21. School Games Mark awarded with no rating for current academic year due to Covid-19 pandemic limiting opportunities for inter-school sport during Spring and Summer terms. Achieved as a result of engagement in virtual sporting competitions led by Stoke School Sports Partnership. 	8.8% of total Sport Premium allocation <ul style="list-style-type: none"> Fully subsidised entry fees to inter-school competitions to continue in 2020-21 academic year. More pupils are now aware of and want to participate in inter-school competitions and festivals and therefore this will help ensure greater uptake in these events in 2020-21. Formal competition structure to be established enabling pupils to access better opportunities to engage in competitive sports at their relative attainment levels and in areas of personal interest and enjoyment.

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<p>To improve individual and academy team performances in inter-school competitions.</p>	<ul style="list-style-type: none"> • Establish a formal competition structure for participation in competitive school sport that increases opportunities for pupils prior to participation in inter-school competitions. • Apply for games mark award and aim to retain 'Gold Mark' status. • Encourage Sports Council to develop academy sports competitions to boost team points status. • Promote 'Personal Best' throughout the academy with lunchtime challenges that are led by the 'friendship squad' and 'playground leaders'. 	<p>GB/MS EW* KS2</p>	<p>Spring/ Summer 2020</p>	<p>£0</p>	<p>Spend: £0</p> <ul style="list-style-type: none"> • Improved levels of participation and enjoyment in competitive sports across the academy linked to 'Personal Best' initiative. • Clubs and competitions timetable now reflects a range of sports and activities inclusive of all abilities and age ranges. • Academy team / individual performances in Y5/6 football league, handball tournament and cross-country league resulted in team and individual 1st place finishes and subsequent representation of the city at area finals. 	<p><i>0% of total Sport Premium allocation</i></p> <ul style="list-style-type: none"> • Formal competition structure to be established enabling pupils to access better opportunities to engage in competitive sports at their relative attainment levels and in areas of personal interest and enjoyment and therefore promote better performance. • More pupils are now aware of and want to participate in inter-school competitions and festivals and therefore this will help ensure greater uptake and performance 2020-21. • 'Personal Best' initiative to be further developed in 2020-21 with pupils setting and recording benchmarks in key sporting areas that are tracked year on year as children compete against themselves to improve performance.
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*Aj assumed the role of PE and Sport Leader from January 2020, replacing EW

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