



# **Ark John Archer Primary Academy**

## **Primary PE and Sports Premium Strategy Document**

**2022 / 2023**

## **Sports and Fitness: Rationale**

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The Ark John Archer Sports and Fitness Curriculum aims to inspire pupils to engage in physical activity with both enthusiasm and discipline, while imparting the knowledge and information required to make suitable choices for living a healthy and prosperous life. The curriculum draws together the two domains, which are taught as individual lessons, to demonstrate how each contributes to, and relies upon, the other in developing a healthy lifestyle. Pupils explore the concepts of Health and Fitness further through both the PSHCE and Science Curriculums.

The **Sports Curriculum** builds from the early development of gross motor skills and basic movements, before providing pupils with the opportunity to develop and refine skills towards application through competition – both within team games and against their own personal goals and accomplishments. Planned activities are progressively more challenging and develop increased skill, co-ordination and ability across year groups. Through high-quality Sports education, pupils are inspired to succeed and excel in competitive sport and other physically demanding activities. They are provided the opportunity to explore a range of different sports and disciplines and, through this, begin to identify their own strengths and preferences both within team situations and individual disciplines. They learn to work alongside others and cooperate within a team, developing strategies and skills that can be applied towards achieving success within team games. Opportunities to compete in sport and other activities are seized and valued, as they are influential in building character and embedding values such as fairness and respect.

The **Fitness Curriculum** is developed to ensure pupils receive regular opportunities to engage in exercise, teaching different methods to increase fitness levels through activities such as gymnastics, boxercise, circuits and bootcamp. Lessons are designed to raise the heart rate and improve overall fitness, stamina and flexibility, with levels of fitness reviewed to encourage further participation and application outside of the school setting. Through *flexibility* exercises, pupils become more able to stretch and move their bodies in a full range of motion, helping to maintain limber physiques throughout life. *Strength* exercises help children build healthy muscles, with work-outs focussed on non-resistance training and developing *stamina* through exercises such as lunges, dips, press-ups and sit ups. *Aerobic* exercises provide the opportunity for cardiovascular training, keeping pupils' hearts and lungs functioning healthily. Through *circuit training*, pupils apply their strength and stamina to develop greater levels of fitness.

### **Health: links to PSHCE and Science**

The curriculum provides pupils with the knowledge required to reflect on their lifestyle choices, and make suitable adaptations and decisions in order to lead sustainably healthy and active lives, both now and in the future. The curriculum has been designed to build on three core areas: healthy body, healthy mind, and healthy lifestyles. Pupils learn about the anatomy and functions of the body, discovering how each part works and what is required to keep this working healthily. Pupils are taught the importance of maintaining a healthy mind, discovering ways to keep themselves well and happy. They learn the importance of developing a healthy lifestyle, including healthy diets, routines and hygiene. Physical Health and Mental Well-being teaching explores the ways in which a healthy body and healthy mind can be maintained through dietary choices and fitness routines, while discovering the risks and dangers that are increasingly prevalent within society, such as drugs, tobacco and alcohol. In Upper Key Stage Two, pupils gain an understanding of the natural changes that occur to an adolescent body, learn how to look after themselves and their hygiene, and practise basic first aid skills.

All pupils across Key Stage 2 participate in **swimming** and water safety lessons throughout the academic year. It is our aim that all pupils leave their primary education with the skills and confidence to keep themselves safe while enjoying the sport of swimming as a leisure activity.

The curriculum aims to combat recent NHS reports (December 2018) stating that more than 1 in every 5 children aged 5 years old in the UK is overweight or obese. A figure that increases further throughout a pupil's time in primary school to a shocking 1 in every 3 pupils by the time they reach 11 years old. Our aim is for every pupil at Ark John Archer to leave school both informed and inspired to make sustainably healthy lifestyle choices for their futures, with the skills to manage their own emotional and physical well-being.

### ***Sports and Fitness: Our Aims***

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- *Inspire*: an exciting curriculum designed to engage pupils in a wide variety of regular physical activity.
- *Educate*: children and families are given the knowledge and information they need to make healthy choices and to live well balanced lives.
- *Measure*: pupils are provided the opportunity to track their own health and fitness, setting individual goals to improve their own personal fitness levels.
- *Inform*: parents and pupils are aware of their levels of health and fitness.
- *Support*: offering a variety of enrichment opportunities, workshops and master-classes for children and families, building a healthy, happy community of learners.

### ***Swimming and Water Safety: Our Aims***

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- Perform safe self-rescue in different water-based situations.
- Swim competently, confidently and proficiently over a distance of **at least** 25 metres.
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

### ***Sports and Fitness: Our Approach***

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- *Teaching sequence*: Sports and Fitness lessons are taught in conjunction with one another to support pupils in making the required connections.
- *Enrichment*: a carefully planned schedule of school-funded sports enrichment (see Enrichment section), providing pupils with the opportunity to develop skills in specific disciplines, represent the school in the wider community and develop a sense of pride in their own and team achievements. The school currently focuses on two key sports that reflect the interests and skills of our cohort: Football and Athletics. Pupils are inspired through opportunities to participate in external events and competitions, and are required to commit through training and dedication to their chosen sport.
- *Parents as partners*: Parents are given opportunities to engage in workshops that support the promotion of positive mental and physical well –being.
- *Motor-skills interventions*: where pupils are assessed to require further support in developing motor skills, our Sports coach leads group and 1:1 interventions to target their areas of development – pupils work through a planned progression of skills as directed by the SEND and Inclusion Lead, and are assessed at regular intervals to monitor progress.
- *Vocabulary is knowledge*: as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers provide pupils with the opportunity to orally rehearse, apply in different contexts and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.

### ***Assessment:***

- Pupils are assessed regularly within Sports lessons, with real-time feedback provided to further develop skills and target key areas of development.
- Pupils are provided with regular opportunities to assess their fitness levels and evaluate their performance, setting their own targets to increase endurance and improve overall fitness. Assessments are recorded and tracked by the teacher.
- Plenaries provide pupils with the opportunity to reflect on their learning from each lesson. They reflect on the developments they have made in acquiring key skills, knowledge and understanding and identify their next steps.

## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2020/21  | £0.00      |
| Total amount allocated for 2021/22  | £17,950    |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0.00      |
| Total amount allocated for 2022/23  | £17,840    |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | £18,087.00 |

## Swimming Data 22/23

Please report on your Swimming Data below.

|  |  |
|--|--|
| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.<br><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b> |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>Please see note above   |  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above   |  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>   |  |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?  |  |

## 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.

|   |  |   |  |  |                                 |
|---|--|---|--|--|---------------------------------|
| <b>Academic Year:</b> 2022/23   |  | <b>Total fund allocated:</b> TBC  |  | <b>Date Updated:</b> 20 <sup>th</sup> September 2022   |                                 |
| <b>Key indicator 1:</b> 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. |  |   |  |  | Percentage of total allocation: |
| <b>Intent</b>   |  | <b>Implementation</b>   |  | <b>Impact</b>  |                                 |
| <i>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:</i>  |  | <i>Make sure your actions to achieve are linked to your intentions:</i>   |  | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> |                                 |
| That every child from Reception to Year 6 will have 40 minutes of physical activity every day.  |  | <ul style="list-style-type: none"> <li>• In Years 1–6 every child to have 40 minutes of ‘play’ every day.</li> <li>• Playgrounds zoned with a range of activities and games for pupils to participate in alongside their peers. Pupils are encouraged to play in team games or to make individual achievements.</li> <li>• Up-to-date and good quality Sports equipment purchased and maintained.</li> <li>• Children introduced to different games to play during break and lunch play times – taught skills and approaches that align with the school values and Sports curriculum.               <ul style="list-style-type: none"> <li>➤ Tag rugby</li> <li>➤ Football</li> <li>➤ Basketball</li> <li>➤ Tennis</li> <li>➤ Skipping</li> <li>➤ Racing</li> <li>➤ Hula Hoops</li> </ul> </li> </ul> |  | £1,500   |                                 |
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|---|--|------------------|--|--|
| <p>Every child from Reception to Year 6 in receipt of 2 hours of Sports and Fitness teaching every week.</p>  | <ul style="list-style-type: none"> <li>• Timetables reflect curriculum offer of 2-hours per week – in some year groups this includes swimming.</li> <li>• Pupils are taught Sports and Fitness discretely, with themes running parallel and intertwining as appropriate.</li> <li>• Sports and Fitness curriculum documents demonstrate a well-planned progression for learning (both knowledge and skills).</li> <li>• New, high quality, sports and fitness equipment purchased to support the development and implementation of the curriculum.</li> </ul>  | <p>£1,287.55</p> |  |  |
| <p>To ensure that every pupil has equal access and opportunity through the teaching of the Ark John Archer Sports and Fitness curriculum.</p>   | <ul style="list-style-type: none"> <li>• Resources and provision in place to ensure equal access for all pupils and equal opportunity to make suitable progress.</li> <li>• Intellectual prep and co-planning sessions with the HoS; AP &amp; SENCo</li> </ul>   | <p>£5,000.00</p> |  |  |
| <p>To ensure all children in Reception have access to resources to support and facilitate active play and physical development, and to support the implementation of our Ark John Archer Sports &amp; Fitness Curriculum.</p> | <ul style="list-style-type: none"> <li>• Early Years outdoor area enhanced and developed, with new resources purchased and installed.</li> <li>• Equipment selected and purchased with the intention to support the physical development of the children, aligned with Early Years objectives.</li> <li>• Opportunities sought to develop large motor skills through jumping, hopping, skipping, climbing and running.</li> <li>• Pupils exposed to a range of activities throughout their year in the Reception classroom – new activities introduced in line with expected development.</li> </ul> | <p>£4,000.00</p> |  |  |

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| For children in Years 3 - 5 to be taught how to swim with a good level of development. Each pupil is required to be able to do the following: <ul style="list-style-type: none"> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul> | <ul style="list-style-type: none"> <li>• Swimming lessons for all year groups across Key Stage 2 as a form of catch up from missed opportunities throughout Covid-19 lockdowns.</li> <li>• Catch-Up swimming lessons are held weekly at Latchmere Leisure Centre – with professional instructors in place.</li> <li>• Year 5 attend swimming lessons throughout the Autumn Term.</li> <li>• Year 4 attend swimming lessons throughout the Spring Term.</li> <li>• Year 3 attend swimming lessons throughout the Spring Term.</li> </ul> | £5,200                                   |  |  |
| To ensure all our equipment is maintained to a high standard.  | <ul style="list-style-type: none"> <li>• All equipment – outdoor and indoor – to be maintained through regular servicing and repaired where necessary.</li> </ul>   | £400.00 (2 x site visits by Sports Safe) |  |  |

**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  | Implementation   | Impact                   |  |
|---|--|--------------------------|--|
| <i>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:</i>  | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> |
| <p>To inspire an exciting curriculum designed to engage pupils in a wide variety of regular physical activity.</p> <p>To raise the self-esteem and recognition of talents amongst our pupils.</p> <p>To raise the profile of PE amongst our parents and wider community so that</p> | <ul style="list-style-type: none"> <li>• Planning to focus on how our school values can be channelled alongside values demonstrated through sports and role models, to inspire children to take up sports.</li> <li>• Teachers and leaders to recognise and celebrate sports achievements in Celebration Assemblies and around school, including those achievements from outside of</li> </ul> | £0.00                    |  |

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|--|---|--|--|--|
| <p>we are promoting good sports, health and fitness.</p> | <p>school or borough competitions. Celebrations extend to the school website and social media.</p> <ul style="list-style-type: none"> <li>• Raise profile of PE amongst parents to further develop positive attitudes towards physical fitness, through attendance and participation in school activities and Sports Days.</li> <li>• Reintroduction of pupil Sports Days for the new academic year, encouraging parental attendance. Develop a friendly competitiveness through House Teams. New resources purchased to make these inspiring events.</li> <li>• Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to be mentally well through our RSE &amp; PSHCE curriculum and Reflection Time.</li> </ul> |  |  |  |
|--|---|--|--|--|

| <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching Sport and Fitness, and in leading physical playground activities.</p>     |   |                                 |   | <p>Percentage of total allocation:</p>                |
|--|---|---------------------------------|---|---|
|  |   |                                 |   | <p>0%</p>   |
| Intent   | Implementation  |                                 | Impact  |   |
| <p><i>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</i></p> | <p><i>Make sure your actions to achieve are linked to your intentions</i></p> | <p><i>Funding allocated</i></p> | <p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p> | <p><i>Sustainability and suggested next steps</i></p> |



| <p>To develop our teachers' pedagogy and intellectual preparation (new to teaching Sports and Fitness this academic year, following departure of specialist PE teacher). Co-planning to ensure a progression of skills and knowledge are taught and regularly assessed, within a series of well-sequenced lessons that promote good health and fitness both physically and mentally.</p> | <ul style="list-style-type: none"> <li>• Sports and Fitness Lead to co-plan and monitor the teaching of Sports and Fitness curriculum.</li> <li>• Assessment approach developed to ensure pupils are taught from their starting points and that progression is evident across units and year groups.</li> <li>• Pupil voice to demonstrate pupils' acquisition of knowledge and subject specific vocabulary.</li> </ul> | <p>£0.00</p>                     |  |  |
|--|---|----------------------------------|--|--|
| <p>To develop our support staff in supporting the provision for specific pupils and groups in Sports and Fitness lessons.</p>  | <ul style="list-style-type: none"> <li>• Teacher development to ensure support staff are well-briefed and deployed to support the progress of specific pupils or groups.</li> <li>• Teaching assistant training and live coaching.</li> </ul>   |                                  |  |  |
| <p>To develop our support staff in their delivery of high-quality activities during play time so that all children are exposed to a range of activities that promote positive play and build a sense of working together and teamwork.</p>   | <ul style="list-style-type: none"> <li>• Head of School &amp; SENCo to support the staff in their delivery of positive play activities for the children during break times.</li> <li>• Support staff be developed by the Head of School and Inclusion Lead in their overall leadership of the team at break and lunch.</li> </ul>   | <p>£0.00</p>                     |  |  |
| <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils, including increased participation in competitive sports in and out of school.</p>   |   |                                  |  | <p>Percentage of total allocation:<br/>%</p>           |
| Intent   | Implementation  |                                  | Impact   |  |
| <p><i>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:</i></p>  | <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>  | <p><i>Funding allocated:</i></p> | <p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> | <p><i>Sustainability and suggested next steps:</i></p> |

|  |  |                |  |  |
|--|--|----------------|--|--|
| <p>To further develop the range of sports and activities so that no child is denied the opportunity to take part in an activity of their choice after school</p>   | <ul style="list-style-type: none"> <li>• Ark John Archer curriculum to expose pupils to a range of sports, including invasion games, ball games, athletics, swimming and fitness.</li> <li>• Continue to improve links with other schools and the local authority sporting bodies in order to enhance access to a wider range of facilities, resources and competitions.</li> <li>• To link with outside sporting agencies, e.g., Spencer Lynx Hockey to offer taster sessions to engage our children in weekend sports opportunities. Promote local sports clubs through assemblies, newsletters, social media.</li> <li>• Track participation in Sports Clubs/Events provided by both the school and borough to ascertain the breadth of experiences offered.</li> <li>• Purchase of school Sports kits to represent AJA.</li> </ul> | <p>£500.00</p> |  |  |
| <p>To teach the children how to ride a bike safely and responsibly. With the aim to improve our children's gross motor skills by working on coordination, endurance and strengthening, while also developing attention and focus on a task that requires discipline and care. Bike riding also helps with full body sensory awareness along with visual stimulation.</p> | <ul style="list-style-type: none"> <li>• Year 5/6 children offered cycling training through Wandsworth LA leading to increased confidence and safety awareness when riding bikes on roads and general cycling skills.</li> <li>• Level 1 cycle training sessions for year 5 pupils/children aged between 9 to 10 years old.</li> <li>• Road safety awareness talks from professionals in the community.</li> </ul>   | <p>£200.00</p> |  |  |

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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