



Ark John Archer Primary Academy

Primary PE and Sports Premium Strategy Document

2021 / 2022

Sports, Health & Fitness @ AJA: Our Rationale

The Ark John Archer Sports, Health 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 three domains, which are taught as individual lessons, to demonstrate how each contributes to, and relies upon, the other in developing a healthy lifestyle. Explicit links and connections are made for pupils, giving greater context and forming greater cohesion for pupils. For example, pupils learn about how their joints and muscles work in Health lessons at the same time as participating in vigorous aerobic workouts in Fitness lessons.

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 **Health 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.

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 aerobics, gymnastics, boxercise 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.

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, Health and Fitness: Our Aims

- *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 masterclasses for children and families, building a healthy, happy community of learners.

Sports, Health and Fitness: Our Approach

- *Sports coach*: a dedicated teacher appointed to deliver an inspiring Sports, Health and Fitness Curriculum, providing pupils with a role-model for developing their own healthy approach.
- *Teaching sequence*: Sports, Health 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 intervention 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 2019/20	£0.00
Total amount allocated for 2020/21	£18,050
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£17,950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above</p>	<p>We have no swimming data for our Year 6 children 2020 / 2021 due to the closure of our swimming pool and related closures due to the Pandemic.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>0%</p> <p>Data correct as of 01/11/21</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</p> <p>Data correct as of 01/11/21</p>
<p>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?</p>	<p>No</p>

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: 2021/22		Total fund allocated: £17,050		Date Updated: 1 st November 2021	
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					Percentage of total allocation: 79%
Intent	Implementation		Impact		Sustainability and suggested next steps:
<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>	
That every child from Reception to Year 6 will have 40 minutes of physical activity every day	<ul style="list-style-type: none"> In Years 1 – 6 every child will have 40 minutes of ‘play’ every day. Children will be introduced to different games to play during break and lunch play times <ul style="list-style-type: none"> ➤ Tag rugby ➤ Football ➤ Basketball ➤ Skipping ➤ Racing ➤ Hula Hoops 		£1,000		
Every child from Reception to Year 6 will have 2 hours of PE every week	<ul style="list-style-type: none"> Please refer to our Sports, Health & Fitness Curriculum overview New equipment purchased to support the development and implementation for the curriculum 		£1287.55		

<p>To ensure all children in Reception have access to resources to support and facilitate active play and to support the implementation of our AJA Sports, Health & Fitness Curriculum.</p>	<ul style="list-style-type: none"> • New equipment will be purchased to support the physical development of the children • To develop large motor skills through jumping, hopping, skipping, climbing and running. 	<p>£3200.00</p>		
<p>To ensure all children from Years 1 – 6 have the resources to support the implementation of our Curriculum and to support active play</p>	<ul style="list-style-type: none"> • New equipment will be purchased to support the physical development of the children and to support the implementation of our Sports, Health & Fitness Curriculum. 	<p>£1,000.00</p>		
<p>For children in Years 3 & 6 to be taught how to swim Each pupil is required to be able to do the following:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Years 3 & 6 attend swimming sessions over the year at Putney Leisure Centre 	<p>£7722.00</p>		

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 recognising their talents of our pupils by celebrating their achievements</p> <p>To raise the profile of PE amongst our parents and wider community so that we are promoting good sports, health and fitness.</p>	<ul style="list-style-type: none"> • Planning to focus on how our school values can be channelled alongside those of values, sports and athletes to inspire children to take up sports. • Teachers to recognise and celebrate sporting achievements in Celebration Assemblies including those achievements from outside of school or borough competitions. • Raise profile of PE amongst parents to further develop positive attitudes towards physical fitness through half term and holiday challenges and weekend challenges • Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to get mentally well through our Health Program, RSE & PSHE curriculum and Reflection Time where we give our children #LetsGetAJATalking 		£0.00	

	<ul style="list-style-type: none"> • Celebrations of sporting achievements communicated via school's website, Twitter & Instagram to raise profile. • A display that is regularly updated to show fixtures and results of all in- house/in-borough competitions. 			
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>	<i>Sustainability and suggested next steps</i>
To develop our PE Coach so he can plan and deliver a series of sequenced lessons that support the acquisition of skills and promotes good health and fitness both physically and mentally.	<ul style="list-style-type: none"> • The VP to support and co-plan with the PE coach on a bi-weekly basis • The VP to offer support and development of teaching through instructional leadership model (coaching) 	£0.00		
To develop our co-teachers in their support and delivery of high-quality activities during play time so that all children are exposed to a range of activities to promotes positive play and builds a sense of working together and teamwork.	<ul style="list-style-type: none"> • Principal and SENCo to support the co-teachers in their delivery of positive play activities for the children during break times • Co-teachers to be developed by the Principal in their overall leadership of the team at break and lunch times 	£0.00		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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>	<i>Sustainability and suggested next steps:</i>
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	<ul style="list-style-type: none"> • Continue to improve links with other schools and sporting bodies in order to enhance access to a wider range of facilities and resources. • Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. • Track participation in Sports Clubs/Events provided by both the school and borough to ascertain the breadth of experiences offered. • To ensure there is a range of after school activities and clubs for Years 1 to 6 to promote sports, health and fitness 	<i>£ to be confirmed as need to look at costings for outside providers for sports and activities</i>		

<p>To teach the children how to ride a bike safely and responsibly.</p> <p>To improve our children's gross motor skills by working on coordination, endurance and strengthening. Bike riding also helps with full body sensory awareness along with visual stimulation. It also helps children with their attention and focusing on the task given to them</p>	<ul style="list-style-type: none"> • Year 5/6 children offered cycling training through Wandsworth LA leading to increased confidence when riding bikes on roads and general cycling skills. • Level 1 cycle training sessions are for year 5 pupils/children aged between 9 to 10 years old. 	<p>£200.00</p>		
--	---	----------------	--	--

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 8%	
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:
<ul style="list-style-type: none"> At AJA, we want to build a team ethic amongst our pupils based on determination, resilience and respect. Through intersport competition with other schools To enable our children to learn how to lose with dignity and pride as well as take the wins with dignity and pride and always show respect to their opponents 	<ul style="list-style-type: none"> Engage with the Local Authority sports offer to sign up to intersport competitions for our children To link with outside sporting agencies e.g., Spencer Lynx Hockey to offer taster sessions to engage our children in weekend sports Promote local sports clubs through assemblies, visiting coaches and through signposting on our website, through our newsletter and social media feeds To buy a school football kit To buy school basketball and netball bibs To buy netball posts to enable a netball team to be formed 	£1,000.00		
<ul style="list-style-type: none"> To ensure all our equipment is maintained to a high standard 	<ul style="list-style-type: none"> All equipment – outdoor and indoor – to be maintained through regular servicing and repaired where necessary 	£400.00 (2 x site visits by Sports Safe)		