



## Temple Learning Academy

### **PE & Sports Premium Strategy 2019-2022**

#### **Introduction**

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The School Sport and Activity Action Plan set out the government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week). At Temple Learning Academy, children in Reception – Year 6 have 100 minutes of structured PE lessons per week, plus 30 minutes of games and play every lunchtime, plus access to after-school clubs through our extended school day offer.

The PE and sport premium is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. **The allocation for Temple Learning Academy is approximately £22,000 during 2019-2020, £24,000 during 2020-2021 and £26,000 during 2021-2022.**

#### **How we use the PE and sport premium**

Schools must use the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide.

This means that schools should use the PE and sport premium to:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

**At Temple Learning Academy, our greatest focus is on continuous professional development for staff to improve the long-term quality first teaching of PE and Sport. This typically involves co-teaching between a specialist primary-trained teacher and a specialist PE-trained teacher.**

Schools should use the PE and sport premium to secure improvements in the following 5 key indicators.

#### 1. Engagement of all pupils in regular physical activity

At Temple Learning Academy, we do this through a variety of strategies, including:

- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- enhancing our Year 4 swimming programme, including through the deployment of a specialist trained swimming teacher
- enhancing our school sports week and other sporting events

#### 2. Raising the profile of PE and sport across the school as a tool for whole-school improvement

At Temple Learning Academy, we do this through a variety of strategies, including:

- actively encouraging pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching (e.g. Forest Schools)

#### 3. Increasing confidence, knowledge and skills of all staff in teaching PE and sport

At Temple Learning Academy, we do this through a variety of strategies, including:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils
- hiring and deploying PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

#### 4. Increasing the range of sports and activities offered to all pupils

At Temple Learning Academy, we do this through a variety of strategies, including:

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- partnering with other local schools to run sports and physical activities and clubs
- broadening the variety of extra-curricular activities after school

#### 5. Increasing participation in competitive sport

At Temple Learning Academy, we do this through a variety of strategies, including:

- leading / hosting / participating in local school competitions and events (e.g. skipping school)

- continuing to drive participation and encourage the growth of School Games and other local sporting events and organisations

## Strategic Plan 2021-2022

What is our strategy and why?	Lead:	When:	Actions to achieve:	Approx. funding allocated:	Evidence and impact against key indicators:	Sustainability and suggested next steps:	Impact 2021-2022
Co-teaching of PE lessons in Reception – Year 6, including Y4 swimming, to ensure sustainable impact on quality first teaching	HLE/HDC	Sept 2019 onwards	Judicious timetabling of staff over 3 years to ensure all are “upskilled” and share best practice; liaison with specialised PE staff	19/20: £15,000 20/21: £18,000 21/22: £8,000	KPI 1: KS2 outcomes in 2022 KPI 2: Stakeholder feedback and behaviour data KPI 3 & 4: Lesson observations and staff feedback	Sustainability review at the end of this strategy on quality of teaching, particularly evaluating individual teacher confidence and efficacy, and in comparison, to other Trust schools	<p>This has been the most influential impact across, the school over the last 4 year</p> <p>20% achieve 25m. This is 18% improvement from 20/21 96% students in armband at the start now can swim 5m unaided 71% now can swim unaided 10m or above</p> <p>21 onwards - Teaching staff 90% of staff found co teaching beneficial 96% have developed new strategies, games or activities to deliver on their own 70% feel more confident delivering PE</p> <p>Student voice shows</p> <ul style="list-style-type: none"> <li>88% enjoy their PE lessons</li> </ul>

							<ul style="list-style-type: none"> <li>84% believe there is good or excellent range of sports covered</li> <li>80% believe they have shown good or excellent improvement</li> </ul> <p>On average 78% of students achieved age related or above in PE</p>
Offer two specific after-school sporting clubs/activities per day, staffed by a highly-trained member of staff, to increase variety and capacity	ACL/SBA	Sept 2019 onwards	Develop a "menu" of (at least) two R-Y6 sporting clubs per day, staffed by associate staff, teachers and External coaches	£4,000 per year 21/22 £10,000	KPI 4: Stakeholder feedback and take-up data Governor review of the Extended School Day, Autumn 2019	Full review of extra curricular opportunities (involving all stakeholders) in terms of quality, take-up, staffing costs and sustainability	<p>21/22 the ACE team have been employed to deliver break time and after school activities for all primary age groups</p> <p>The following impact has been identified</p> <p>83% of children have been activity involved in the break time, afterschool clubs or cluster competition run by the ace team</p> <p>84% have seen an improvement in behaviour and happiness of children during the school day</p> <p>TLA cluster competition by SSCO</p> <p>17 competition arranged at TLA amongst other red kite primary cluster school, offering a broad range of sports opportunities across all key stages. Encouraging</p>

							an increased engagement in competitive sport
Purchase additional lesson and playground equipment to enhance sport, games and active play during breaks	ACL/HDC	Oct 2019	Audit of equipment and physical space; liaison with SLT and teachers for maximum effect	19/20: £3,000 21/22- £6,000	KPI 1: Stakeholder feedback and break observations KPI 2: Sports leader programme embedded	Sustainability review at the end of this strategy, with next steps for equipment refresh and improvements to physical space	4.59 star rating on children saying they enjoy the new playgrounds spaces and equipment purchased for the spaces  £3000 of equipment has been spent on modified primary PE equipment . Feedback from PE staff has identified this has significantly helped to improve the quality of Tand L for younger age groups. Student in KS1 have shown stronger progress in fundamental skills with specialised/ age focused equipment
Employ a curriculum Leader for PE & Sport who leads on future design and implementation of this strategy and ongoing curriculum review	SHU	December 2020	Recruitment (and Trust benchmarking)	20/21 & 21/22: £,2500 (increased CL TLR)	TBC, including against KPI 5	Ongoing impact of Programme Leader will be evaluated by SLT Line Manager (MSP) and Curriculum Deputy (ACL)	Full implementation of curriculum, lesson plans, learning journeys, assessment allowing for a broad range of activities, and appropriate progression throughout the PE curriculum.  Student voice shows <ul style="list-style-type: none"> <li>• 88% enjoy their PE lessons</li> <li>• 84% believe there is good or excellent range of sports covered</li> <li>• 80% believe they have show good or</li> </ul>

