



Sport Premium Funding Evaluation

2020 - 2021

Discovery Special Academy

Department for Education's vision for the Primary PE and Sport Premium

ALL pupils leaving primary school are physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

The funding has been provided to ensure impact against the following objective:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
2. The profile of PE/physical development and sport being raised across the school as a tool for a 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.

In our action plan below, we have specified which of the above key indicators each action/priority is related to. This helps the academy to focus our actions and ensure the funding is used as the Department for Education intended. 2019-2020 Sport Premium Funding allocated to our school is £16,600.00

Physical development

Key indicator 1,2,3, 4 & 5

Identify the children who are least active or who are at risk of obesity and design targeted physical activity interventions specifically for them. The focus needs to be on enjoyment, so engage these pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young people-centred environment.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Amended due to COVID 19:	Funding allocated:	Evidence and impact	Sustainability/next steps (for 2021/2022)
<ul style="list-style-type: none">• Sports coach to develop skills matrix to measure progress of pupils' ability to perform fundamental movement skills• PD leader to continue to ensure access to a range of sporting events and competitions.	<ul style="list-style-type: none">• Sports coach to develop skills matrix and implement with teaching staff• Map a timetable of events and competitions	<ul style="list-style-type: none">• Due to COVID 19, there were reduced opportunities for sports coaches and access to events. Funding was spent on additional equipment to support PE, therapeutic	Resources £4072.39	<ul style="list-style-type: none">• Greater value placed on developing fundamental movement skills and progress demonstrated through academy PE assessment	<ul style="list-style-type: none">• Pupils attend an increased number of inclusive sports events and competitions and some of these can be out of academy

<ul style="list-style-type: none"> Individual physical development to be further embedded and visible through the development of TLR role, curriculum development and skills matrix Staff training to develop confidence in using equipment on the playground to develop physical activity Source dance coach to offer movement sessions working alongside teaching staff (to begin once restrictions are lifted) Lease minibus to allow increased access to events and competitions through the academy day and out of academy hours Through internal and external CPD, increase teacher and TA knowledge of physical education and sport Purchase further equipment to enhance physical activity in outdoor areas Sign up to and begin the daily mile with classes/groups who are able to access this 	<ul style="list-style-type: none"> pupils can attend (when restrictions are lifted) <ul style="list-style-type: none"> Clear timetable for hall space for both PE and movement therapies to allow a range of experiences and access for all pupils Coordinator and sport coach to source appropriate CPD for staff at different levels, delivering internally where appropriate TA/academic leader to sign up to mile a day Lease minibus (site supervisor qualified to drive) DHT/SSIM/Sport coach to source dance coach Audit equipment and then purchase 	<ul style="list-style-type: none"> access and activity across the academy including bikes and stabilisers Playground markings were developed and funded to support wider access to physical development and playground games. Dance sessions accessed across the academic year allowed pupils to engage in a range of physical activities and develop dance skills Resources for active outdoor learning Minibus lease continued and when we were able, pupils accessed outdoor areas to develop physical skills Internal training on new curriculum places emphasis on importance of PE and movement Restart curriculum supported access to physical development/movement (Wellbeing through outdoor and active learning) 	<p>Playground markings £1938</p> <p>Dance sessions £200</p> <p>£500</p> <p>portion of minibus lease £2,500</p> <p>Pupil PE kits £535.15</p>	<ul style="list-style-type: none"> Pupils' ability to perform fundamental movement skills such as balancing, climbing, running, hopping, jumping and throwing are improved (visible across the academy from EYFS to Y5) Teacher planning is focused on individual physical development through specific lessons, interventions and therapies Through focused CPD at all levels, staff are confident in their ability to deliver inclusive physical activity and this is enhanced through focused activities at playtimes and lunchtimes and involves all staff Equipment purchased allows a range of activities to be taught both in lessons, through therapies and at playtimes/lunchtimes. Through the introduction of a range of development and movement programmes, all pupils access increased amounts of physical activity 	<ul style="list-style-type: none"> hours (if appropriate) Audit equipment purchased and consider additional Swimming programme for 4 Y6 pupils (small group tutoring privately sourced) Source sport coaches to support variety of activities Subscribed to the Middlesbrough Sport programme Consider internal competitive sports activities and events, between classes and potentially with Brambles/PPA Source sporting 'celebrities' who can come and work with/talk to children and broaden opportunities
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		• Purchase of pupils PE kits			
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Healthy, active lifestyles

Key indicator 1, 2, 3 & 4

Healthy behaviour in childhood and the teenage years set patterns for later life and, if acquired early, can have a dramatic impact on well-being. Nearly a quarter of all reception-aged children and one third of year 6 pupils are overweight or obese and it has been documented that inactivity causes nine per cent of premature mortality.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability/next steps (for 2021/2022 action plan)
<ul style="list-style-type: none"> Outdoor area is in place, ensure continuous provision focused on development of physical activity and health Continue to incorporate Forest school activity into the academy curriculum more regularly than once a week. Further promote the link to sensory integration through heavy lifting and pushing. Focus activities at lunchtimes to support pupils with SEMH needs Continue to increase opportunities to be involved in sports events through accessing local sport venues, minibus will support this Healthy lifestyles and attitudes towards food to be at the forefront of the academy considering DfE Physical Health and Mental Wellbeing guidance (July 2020). This is reflected in 	<ul style="list-style-type: none"> EYFS area to be used as continuous provision and evidence in planning. All year groups to be allocated slot with Forest School. Staff to continue Forest School activities within their own classes Equipment purchased for lunch time and play times to increase range of activities available. CPD for Lunch Time Supervisors to enhance skills in promoting physical activity and engagement of pupils Whole school sport events to coincide with national events to be planned (Physical Education co-ordinator and SSIM). EYFS snack items to be reviewed with only fresh, healthy options to be available Snack time in all other year groups to be removed. Fresh 	EYFS climbing frame/ additional resources £3276 Playground resources £700	<ul style="list-style-type: none"> Outdoor area is in place and offers EYFS pupils a range of opportunities for physical development across the academy day. This links with sensory integration therapies. Indoor climbing frame has supported coordination and the development of physical skills, this has resulted in progress through DM Forest school enables all pupils to be engaged in outdoor learning promoting physical health and wellbeing. This is extended and developed by school staff across the school week. Staff, including LTS, are confident in engaging pupils with a wider range of physical activity Pupils are active at playtimes and lunchtimes using the equipment provided, high levels of staff engagement with this seen through monitoring 	<ul style="list-style-type: none"> Continue focus on healthy lifestyles, including how exercise and physical activity supports healthy minds Hold healthy schools' week and other events across the year Parent workshops planned on importance of healthy choices for children (healthy options available at parent coffee mornings/workshops) Moving into the new build, consider holding parent cookery sessions Development of community garden at Friends of Nature's World site to support active, healthy lifestyles.

<p>policies, handbooks and the curriculum.</p> <ul style="list-style-type: none"> Open afternoon for parents to take part in the mile a day and a carousel of physical activities (plan when restrictions are lifted) 	<p>fruit and water to be offered as a replacement.</p> <ul style="list-style-type: none"> SLT to work with catering staff to reduce portion sizes Physical Education Co-ordinator to plan open afternoon when restrictions enable parent/visitors on site. 		<ul style="list-style-type: none"> Pupils have begun to increase their knowledge of a healthy diet, the choices they should make, and develop appropriate eating patterns. Older pupils can describe in simple terms the effects of exercise and why this is good for them. Events are planned into the academic diary and galleries added to the website – Celebrating Discovery. 	<p>Grow own veg (costs to set this up)</p>
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Therapies

Key indicator 1, 2, 3 & 4

Therapies are a key aspect of the academy offer and form part of the approach to developing and promoting healthy and active lifestyles. Therapies allow pupils to engage in activities that promote physical health and mental wellbeing and support them to understand the importance of this in preparation for adulthood as well as allowing them the tools with which to regulate and communicate their emotions.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability/next steps (for 2021/2022 action plan)
<ul style="list-style-type: none"> New 'sensory shed' installed to enable continued access to sensory integration therapy while in temporary accommodation After school club for parents had to be stopped due to COVID 19. As soon as restrictions on visitors are lifted, the club will continue led by HLTA, lead TA for parental engagement and level 3 support team Minibus lease in place to support continued access to sensory and soft play (once restrictions are lifted) 	<ul style="list-style-type: none"> Audit sensory integration therapy equipment and order more as required Order crash mats for use in the sensory shed HLTA, lead TA for parental engagement to plan and deliver Parent and Child Therapy (PACT) Access soft play/sensory on at least weekly basis 	£10,000 (shed) £3306 (Treetops)	<ul style="list-style-type: none"> Increased access to appropriate physical activity for all pupils regardless of need which improves core strength, stability and balance. Improvements in behaviour for learning Pupils more able to regulate sensory needs impacting on emotional regulation Movement skills/yoga develop coordination, balance, agility, 	<ul style="list-style-type: none"> Audit equipment for SIT Develop lending library of resources for SIT at home Now restrictions are lifted, access to sensory and movement rooms at PPA Build in termly visits to sensory room at Northallerton for EYFS and Informal Use minibus to access other therapies such as the Unicorn Centre

<ul style="list-style-type: none"> Movement skills to be incorporated into the sensory shed until hall can be used to develop this further Introduce mindfulness sessions, yoga and reciprocal massage 	<ul style="list-style-type: none"> CPD for staff delivered by appropriate teaching and agency staff CPD focused on yoga, mindfulness and reciprocal massage Introduce writedance Pupils questionnaire to ascertain attitudes towards healthy lifestyles (summer) 	£1687.87 resource costs for therapies	control and prepare pupils for learning for the day ahead <ul style="list-style-type: none"> Holistic approach to physical health and mental wellbeing has strengthened pupil attitudes towards healthy lifestyles 	
Total cost academic year 2020 – 2021 £28,725.41 (including the cost of the sensory shed)				