

# Boughton Heath Academy



Boughton Heath  
— Academy —  
One Space One Team One Goal

## **Sports Premium Allocated Spending Review**

**2020-2021**

'securing continual improvement through rigorous and accurate self-evaluation'

Sports Premium

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

<b>Key achievements to date: (Achievements affected by COVID restrictions)</b>	<b>Areas for further improvement and baseline evidence of need: (covid allowing)</b>
<ul style="list-style-type: none"> <li>▪ Continued employment CEPD coaches to oversee PE teaching throughout the school.</li> <li>▪ Installation of MUGA (multi use games area) to facilitate safe sport across a variety of disciplines</li> <li>▪ Maintained alliance with local schools and access to external competitions and festivals- School's Partnership Agreement</li> <li>▪ Continued with OPAL outdoor play which has provided vastly more opportunities for active play and teamwork and collaboration in varied settings</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with OPAL play programme and purchase new sporting resources to ensure all children have a wide variety of sport and activities to take part in.</li> <li>• Embed physical activity into the school day through the use of the MUGA and participation in sporting and active events each day using high quality sporting apparatus for a range of sports and physical activities.</li> <li>• Encourage participation in after school sports clubs.</li> <li>• Continue to offer a high quality sporting curriculum led by CEPD coaches.</li> <li>• Use CEPD coaches to facilitate extracurricular sporting activities.</li> <li>• Liaise with the MAT schools to run a wider selection of sports and physical activities</li> <li>• Increased participation in school games initiative</li> <li>• Continue with local sports partnership events</li> </ul>

2019 figures as swimming was unable to take place during the time school was closed due to coronavirus.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	No



Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				-%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>(Ongoing from last year) OPAL active play and celebration assemblies to highlight sporting activity, participation and achievement. OPAL assemblies in particular to be used to highlight how we play, exercise and get active safely.</p> <p>OPAL tweets each day from play team to raise profile in and out of school of active play and learning.</p> <p>Inter trust competitions and friendly matches organized between trust schools across all key stages in school.</p> <p>Embed physical activity into school day through encouraging walk to school initiative and through outdoor lessons as far as possible. Maintain physical activity during break and lunch times using high quality resources purchased in KI 1.</p>	<p>(Ongoing from last year)</p> <ul style="list-style-type: none"> <li>▪ OPAL assemblies to highlight how to play, exercise and get active safely using new resources as they arrive.</li> <li>▪ Celebration assemblies each week to highlight sporting achievements and activity from throughout the school.</li> <li>▪ Midday staff aware of tweeting each lunch time regarding OPAL play.</li> <li>▪ Arrange a calendar of sporting opportunities between CAT schools in different phases to raise profile of sport and activity across all year groups.</li> </ul> <ul style="list-style-type: none"> <li>• Liaise with Cheshire West and Chester regarding the Walk to School initiative.</li> <li>• Staff meetings to highlight need to hold more active lessons and outdoor sessions where possible.</li> <li>• OPAL and sports to be facilitated and encouraged during break and lunch times. MUGA to be used by all year groups on rota basis.</li> </ul>	<p>-</p> <p>Included in KI 1 allocation</p>	<ul style="list-style-type: none"> <li>• (As above) OPAL has continued to be hampered by restrictions due to COVID. Children have not had free access to the site due to bubbles.</li> <li>• New OPAL lead created in LW and upon bubble restrictions lifting on 19<sup>th</sup> July, OPAL to be relaunched.</li> <li>• Trust events were unable to take place due to the effects and restrictions caused by COVID.</li> <li>• Walk to school initiative started with Cheshire West and Chester and school council members liaised with local community.</li> <li>• Agreements made with 2 local businesses for park and walk for parents.</li> <li>• Canvassing of parents and pupils and liaison with Cheshire police.</li> <li>• Initiative was paused due to school closures caused by lockdown.</li> <li>• School activities during free times were limited due to visitors to school unable to come and children not being allowed to mix bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>• (As above) Relaunch of OPAL in September as long as COVID restrictions are not in place.</li> <li>• Liaise with schools further on in the OPAL process to highlight quick wins, areas of development and how to prioritise these for success.</li> <li>• Restart trust events once able to upon the lifting of COVID restrictions.</li> <li>• Create junior and infant school teams for varied sports.</li> <li>• Upon lifting of restrictions, restart the walk to school initiative.</li> <li>• Organise clubs during break times and lunchtimes, targeting underrepresented groups identified through pupil voice.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Safe construction and installation of purchased sporting apparatus and how to use these safely and effectively in school.	1. Work with CEPD coaches to safely build and install purchased sporting apparatus in order that it can be used and housed safely and effectively in school.	£500	<ul style="list-style-type: none"> <li>• CEPD coaches successfully installed all sporting apparatus and audited equipment purchased and housed.</li> <li>• Children now able to free select sporting resources to develop their own activities during break and lunch time.</li> <li>• Training for staff was limited by the effects of lockdown</li> </ul>	<ul style="list-style-type: none"> <li>• CEPD coaches to train staff in delivering bespoke coaching methods for use during lesson time, free time and in extracurricular time.</li> </ul>
Ongoing training of staff relating to sport and physical activity	<ol style="list-style-type: none"> <li>1. Continue training for midday team in relation to Opal play.</li> <li>2. Training and supervision for staff for successful sporting activities taking place in the MUGA.</li> <li>3. Staff to receive training to facilitate effective and safe sport both in lessons and extracurricular and free time activities.</li> </ol>			<ul style="list-style-type: none"> <li>• Staff to offer further extracurricular sporting and physical activities.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>(Continued from last year) To continue to enable more pupils to participate in school competitions and fixtures across a broader range of sports with a focus on underrepresented group participation.</p>	<ol style="list-style-type: none"> <li>1. Re - buy into school partnership agreement to offer competitive and festival sport to a range of year groups.</li> <li>2. Scrutinise participation by context group to identify groups underrepresented in participation in sport.</li> <li>3. Particularly look at participation of disadvantaged children and girls.</li> </ol>	£1000	<ul style="list-style-type: none"> <li>• Whilst the partnership did not run festival sport, it did offer regular sporting activities and opportunities for teachers to use with the children during remote learning as well through activities such as virtual tournaments when schools reopened with restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to buy into and engage with the school partnership.</li> <li>▪ Use pupil voice from across different phases and context groups to prioritise and target children with less access to sport and physical activity.</li> </ul>
<p>(Continued from last year) Build stronger relationships with community schools and those from within the MAT to facilitate noncompetitive as well as competitive sport.</p>	<ol style="list-style-type: none"> <li>1. Reach to out to MAT and neighboring schools.</li> <li>2. Create friendly and tournament style arrangements for sports such as football and cricket.</li> </ol>	£0	<ul style="list-style-type: none"> <li>• Due to the effects of COVID, visits to and from other settings were halted.</li> </ul>	<ul style="list-style-type: none"> <li>• Restart upon the lifting of restrictions.</li> <li>• Use pupil voice to highlight gaps for children to partake in sport and physical activity, and champion these through trust events.</li> </ul>

	Total spend	£18250
	Sport premium	£17840
	Overspend (met by school)	£ 410
	Money carried forward	Nil