



The Orchards School

A PLACE TO FLOURISH AND GROW

2021/2022 Sports Premium Strategic Plan

Intent

At The Orchards, the Physical Education curriculum and wider opportunities provision inspires all pupils to enjoy and take pride in participating in individually targeted physical challenges; respecting both the rules of the activity and sportsmanship, whilst celebrating individual and overall achievements.

The Programme of Studies and extra-curricular provision engages pupils in both team and individual competitive sports and activities, in addition to enabling all children to have access to 60 minutes of physical activity every day. By giving pupils the opportunities to participate, personally challenge themselves, or compete in sport and other activities it enables our pupils to build character, take risks within a secure setting, and helps reinforce our school values:

- Pride: belonging to a team, wanting to do our best
- Enjoyment: being physically confident, working towards a shared goal,
- Achievement: focusing on personal bests, practising to develop skills and resilience
- Respect: fair play and sportsmanship, for our own bodies, our teammates, our competitors, the rules and officials

Whilst developing their competence to excel in a broad range of physical activities, The Orchards maximises opportunities for pupils to become physically confident in a way which supports their own health and fitness to lead, and be advocates for, healthy, active lives.

Number of children	247 inc Nursery
Allocation for September 2020 - July 2021	£17, 990 plus £6000 carry forward

At The Orchards we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to participate in a variety of different sports and games in a competitive environment, to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. That we provide opportunities to develop healthy, active lifestyles through:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for 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

The DfE vision is that, *“all pupils leaving primary school to be 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 Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, *“the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.”*

Key Priorities:

- Improve the current Sport Premium Action Plan. Develop the current system to ensure that it has its best uses.
- Improve Assessment Policy to ensure that all children are aware of their current ability as a whole child (head, heart, hands).
- To ensure equal access to extra-curricular activities across the school for all children including PP pupils, and SEN- closing the gap between boys and girls participation in sport.
- Improve break and lunchtime provision for all children in order to be physically active for at least 60 minutes a day.
- To create a healthy and active ethos across the school through links with the canteen, school council and lunchtime activities.
- Quality assured CPD opportunities for staff coupled with the best use of specialist PE teachers at The Orchards
- Update the new curriculum to include more leadership/creative opportunities across a wider variety of sporting activities.
- Improve links in sport supporting Trust schools with PE delivery whilst easing the transition to our school.
- Ensure transparency of Sport Premium funding and PE development to parents and the local community.

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

At The Orchards we feel having a healthy active lifestyle is key to having positive mental health and as a result encouraging children to take up daily exercise and healthy eating is paramount. This viewpoint is supported by the Mental Health organisation who have produced a report that supports this. They believe that physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood.

Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.

Impact on our mood

Physical activity has been shown to have a positive impact on our mood. A study that asked people to rate their mood immediately after periods of physical activity (e.g. going for a walk or doing housework), and periods of inactivity (e.g. reading a book or watching television) found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low. There are many studies looking at physical activity at different levels of intensity and its impact on people's mood. Overall, research has found that low-intensity aerobic exercise – for 30–35 minutes, 3–5 days a week, for 10–12 weeks – was best at increasing positive moods (e.g. enthusiasm, alertness).

Impact on our stress

When events occur that make us feel threatened or that upset our balance in some way, our body's defences cut in and create a stress response, which may make us feel a variety of uncomfortable physical symptoms and make us behave differently, and we may also experience emotions more intensely. The most common physical signs of stress include sleeping problems, sweating, and loss of appetite. Symptoms like these are triggered by a rush of stress hormones in our body – otherwise known as the 'fight or flight' response. It is these hormones, adrenaline and noradrenaline, which raise our blood pressure, increase our heart rate and increase the rate at which we perspire, preparing our body for an emergency response. They can also reduce blood flow to our skin and can reduce our stomach activity, while cortisol, another stress hormone, releases fat and sugar into the system to boost our energy. Physical exercise can be very effective in relieving stress. Research has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

Impact on our self-esteem

Exercise not only has a positive impact on our physical health, but it can also increase our self-esteem. Self-esteem is how we feel about ourselves and how we perceive our self-worth. It is a key indicator of our mental wellbeing and our ability to cope with life stressors. Physical activity has been shown to have a positive influence on our self-esteem and self-worth. This relationship has been found in children, adolescents, young adults, adults and older people, and across both males and females.

Dementia and cognitive decline in older people

Improvements in healthcare have led to an increasing life expectancy and a growing population of people over 65 years. Alongside this increase in life expectancy, there has been an increase in the number of people living with dementia and in people with cognitive decline. The main symptom of dementia is memory loss; it is a progressive disease that results in people becoming more impaired over time. Decline in cognitive functions, such as attention and concentration, also occurs in older people, including those who do not develop dementia. Physical activity has been identified as a protective factor in studies that examined risk factors for dementia. For people who have already developed the disease, physical activity can help to delay further decline in functioning.

Studies show that there is approximately a 20% to 30% lower risk of depression and dementia for adults participating in daily physical activity. Physical activity also seems to reduce the likelihood of experiencing cognitive decline in people who do not have dementia.

Impact on depression and anxiety

Physical activity can be an alternative treatment for depression. It can be used as a standalone treatment or in combination with medication and/or psychological therapy. It has few side effects and does not have the stigma that some people perceive to be attached to taking antidepressants or attending psychotherapy and counselling. Physical activity can reduce levels of anxiety in people with mild symptoms and may also be helpful for treating clinical anxiety. Physical activity is available to all, has few costs attached, and is an empowering approach that can support self-management.

For more details about how physical activity can help increase wellbeing and prevent or manage mental health problems, read the [full report](#), or get more information about how exercise can improve your mental health on the website: www.mentalhealth.org.uk.

School focus with clarity on intended impact on pupils (inc. Year Group)	Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Playground Leader Lunchtime Supervisor To provide suitable safe physical activity for the children at lunch	<ul style="list-style-type: none"> Organise sports equipment for lunchtimes Organise a rota for football at lunch Provide engaged support, encouragement and guidance Organise play leaders Training for Wellbeing Crew and Play Leaders for Yr 3 for next year 	£6101 £500	PE Lead Deputy Head Pastoral Lead Head	None Staffing and Play Leader skipping ropes	Pupil Voice Pupil Active engagement in offered lunchtime physical activities	Autumn Spring Summer	Many pupils willingly engaging in variety of physical activities during breaks and lunches. Some pupils need more structure and guidance. More Pupils trained and resources to provision play sessions will support this.	Link to EYFS
Training for Sports Leaders across Key Stage 2 to support peer engagement and longevity of	<ul style="list-style-type: none"> Organise league events on playground (table tennis/basket hoops) Encouragement assemblies and rewards 	£1000 £1000	PE Lead Pastoral Lead	Lanyards	Pupil Voice Pupil Active engagement in offered	Spring Summer	Most Pupils willingly engaging in variety of physical	Link to EYFS

program and effectiveness on playground.	<ul style="list-style-type: none"> Time for Training for Sports Crew, for Yr 3 for next year & Play Leaders, for Yr 3 for next year 	£300	Head & DH	Staffing, Sports equipment Badges awards	lunchtime physical activities		activities during breaks and lunches. Yet are not taking up opportunities to engage in friendly competitive challenges. The establishment of a Sports Crew of pupils will target this next year.	
Sports Behaviour Therapy Activities	<ul style="list-style-type: none"> Identified pupils provided with timetabled daily physical sessions purposed to support positive influence on self-esteem and self-worth. 	£2000 £2000	JCE PJO BBL/SWI	Staffing	Pupil Voice Behaviour Tracking Analysis	Autumn Spring Summer	Targeted support enables children who otherwise would not to meet the Chief Medical Officer's 30 minutes of physical activity every day in school.	Training supports sustainability into future year groups
Extend and embed daily mile (activity)	<ul style="list-style-type: none"> Establish positive rewards for PB and engagement with Daily Mile. Explore best times to facilitate daily mile across school day. Establish regular timeslot for rewards opportunities feedback to pupils and enable Sports Leaders 	£300 £100	PE Lead Head	Time	Pupil Voice Staff Voice	Spring Summer	Whole school community engaged in shared, positive physical activity. Continuing covid	Extend to parents and wider community

	responsibility within this process.						challenges on parental apprehension and reluctant parental engagement , alongside and strained staffing levels prior to school starting has made this a challenge.	
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2. Raise the profile of PE and sport across the school as a tool for whole school improvement

The Orchards School is a safe, caring environment where all members of our community are encouraged to trust, flourish and grow. Here, pupils can enjoy exploring new ideas collaboratively in a mutually respectful engaging setting, in pursuit of excellence, achievement, and pride.

Ofsted says successful learners in PE:

- Acquire new knowledge and skills exceptionally well and develop in-depth understanding
- Practise skills by themselves and are able to apply them in new situations
- Are physically fit, exercise regularly, remain active for sustained periods
- Think for themselves, take the initiative, show leadership skills and qualities, instil excellent attitudes in others
- Show good levels of originality, imagination and creativity
- Know how to improve their performance and work for extended periods of time without the need of guidance or support
- Develop a passion and commitment to the subject and eagerly participate
- Continue to participate in the next stage of their education / in healthy active lifestyles

Extending performance opportunities in the wider curriculum; pupils develop their cross curricular understanding whilst also developing self-confidence through presentation and deeper engagement.

School focus with clarity on intended impact on pupils (inc. Year Group)	• Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Recognising, celebrating and rewarding the success of sporting achievements in whole school assemblies, display boards and newsletters.	<ul style="list-style-type: none"> • Awards and certificates presented in whole school assembly. Recognition of participation and effort, as well as attainment. 	£100	PE Lead DHE	Communication Channels Newsletters Certificates	Pupil Voices Parent Voice	Spring Summer	Pupils feeling sense of self-worth and confidence increase following presentations in assembly and recognition of participation in physical activity and sporting events. More pupils becoming aware of options available,	Establish regular timeslot for rewards opportunities feedback to pupils and enable Sports Leaders responsibility within this process. Generate 'Sporty Selfies' wall, where pupils can provide evidence of them engaging in physical

							<p>through greater publicity. Parents beginning to positively comment and engage in sporting activities within school.</p>	<p>activities to include on display. Monitor GDPR and Safeguarding requirements surrounding this.</p> <p>Build on Sports Leader program, support longevity and legacy across school and link to school house system.</p>
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4. Broader experience of a range of sports and activities offered to all pupil

- Pupils at The Orchards are encouraged and have the opportunity to be independent, to coach and officiate their peers.
- They are offered an exciting, varied and new range of activities they may not have experienced.
- Staff receive CPD that will embrace their pupils' needs and empower practitioners to be confident to teach active activities so that it can be placed at the front and centre of the school.

The EEF toolkit suggest: *"studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence."*

School focus with clarity on intended impact on pupils (inc. Year Group)	• Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
<p>Yr 3 Go Ape to build self esteem.</p> <p>Train Orchards staff to provision outdoor learning opportunities on site</p>	<ul style="list-style-type: none"> • Book Go Ape • Advertise • Risk Assessment • Attend • Forest Lead and Outdoor Training Qualifications time and cover 	<p>£1429.94</p> <p>£2000</p>	<p>Outdoor Leader</p> <p>PE Lead</p> <p>Deputy Head</p> <p>PE Lead Outdoor Leader</p>	<p>Staffing</p>	<p>Pupil Voice Risk Assessment</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>As well as the physical health benefits, school outdoor learning trips have been proven to have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being.</p>	<p>Extend programme to Year 3</p> <p>Renew booking for Yr 4 for next academic year.</p> <p>In House provision for Forest school and outdoor learning</p>

5. Increase participation in competitive sports

At The Orchards we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities because we feel it is key to our pupils academic achievement and wellbeing. According to Sport England physical activity can reduce stress and anxiety, with the mastering of new skills often increasing confidence and self-esteem. That there is much evidence that physical activity contributes to enjoyment and happiness, and more broadly to life satisfaction, with the element of social interaction often cited as central to this. Also volunteers and sports fans also experience increased life satisfaction, associated with having a sense of purpose and pride. That self-esteem and confidence are known to increase through short- or long-term participation or volunteering, because of the opportunity to develop new skills and relationships. That there is general agreement that sport and physical activity has the potential to reduce anxiety and depression symptoms, with most evidence on this focusing on specific subgroups. Other positive outcomes include improved cognitive functioning, benefits for people with dementia, and impacts around emotion regulation.

School focus with clarity on intended impact on pupils (inc. Year Group)	Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> Provision of intra-sports competitive sporting opportunities 	<ul style="list-style-type: none"> introduce skills sessions in ASC (table tennis, netball shooting) introduce league and enable school sports organising crew to lead and manage once established, engage in inter-school events 	£500	PE Lead	Current Provision in school (Table Tennis/Netball hoops)	Sports Leaders Pupil Voice	Spring Summer	Think for themselves, take the initiative, show leadership skills and qualities, instil excellent attitudes in others. Ongoing staffing challenges following continued Covid complication has meant less opportunities for all pupils than planned.	Extend to Trust League, and expand to other sports

<ul style="list-style-type: none"> School House and colours scheme embedded with inter-sport house colours awarded for events. 	<ul style="list-style-type: none"> Engage pupils and parents in ownership of Houses, define outside agency relationships, if possible. Facilitate inter-House events across age/skill ranges. Provide trophies/Rewards. Establish key events in school calendar as House Competitions (Pancake Races, Sports Day, Participation Points on Daily Active Engagement) Hold final awards ceremony across term/year. 	£200	PE Lead Head	Current Provision in school (Table Tennis/Netball hoops)	Sports Leaders Pupil Voice	Spring Summer	Develop a passion and commitment to collaborative Team sports, and eagerly participate, demonstrate a Pride	Enthusiasm and engagement in future sporting opportunities Role models to younger pupils, promoting engagement Shared teamwork
<ul style="list-style-type: none"> Participation in inter-school competitions Provision of minibus and driver to extend range and opportunity to attend inter-school competitions 	<ul style="list-style-type: none"> MOT, Petrol for minibus time allocation for MRU to maintain familiarity with minibus and regular cover for attending sporting transition events at local middle schools. Funding for D1 driving license staff to train and qualify on minibus to transport pupils to venues/ competitions/ events.venues/ competitions/ events. 	£450	Head Qualifying volunteers	Release Time	Staff Voice Pupil Voice	Spring Summer	Opportunity for pupils to engage and display skills, feel pride and respect for themselves, representing their schools and the sports they play. Opportunities for events have been limited by Covid.	Enthusiasm and engagement in future sporting opportunities
Inter school competition at The Orchards	<ul style="list-style-type: none"> Ensure safety of sporting equipment (SportsSafe) 	£195.17	DH PE Lead	Outside Agency	H&S Inspection Audits	Autumn Summer	Equipment safe for pupils/staff to use	Equipment maintained to prolong lifespan and use

	<ul style="list-style-type: none"> Plan and deliver a multi-skills olympics style athletics tournament at The Orchards for Yr 4 BPT (200 children) 	Time Provisioned for in other areas	PE Lead	Release Time	Pupil Voice	Summer	<p>Opportunity for pupils to engage and display skills, feel pride and respect for themselves, representing their schools and the sports they play</p> <p>Opportunities for events have been limited by Covid and extreme heat weather warnings.</p>	Enthusiasm and engagement in future sporting opportunities
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