



The Orchards School

A PLACE TO FLOURISH AND GROW

2023/2024 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	248 inc Nursery
Allocation for September 2023 - July 2024	£18,400

At The Orchards we are fully aware of the importance of Sport and PE. We are committed to providing all of our children from Nursery to Year 4 with the opportunities to participate in a variety of different physical outdoor activities, 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. Engaging children in a routine habit of daily physical activity will support the development of healthy living habits from a young age.

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 Provide engaged support, encouragement and guidance 	£2000 £1000	PE Lead HSN Deputy PE Lead THA	Staffing and Play Leader skipping ropes	Pupil Voice Pupil Active engagement in offered lunchtime physical activities	Autumn Spring Summer	Majority pupils willingly engaging in variety of physical activities during breaks and lunches.	
Target Pupil Voice to encourage variety physical activities and engage vulnerable pupils.	<ul style="list-style-type: none"> Sports Crew weekly meetings to determine lunchtime league activities and resources Sports Crew to lead an assembly every half term to promote physical activity Sports Crew to lead pupil voice survey on how pupils enjoy engaging in regular physical activity 	£1000	PE Lead HSN Deputy PE Lead THA	Weekly staffing costs for meeting and planning assemblies	Pupil Voice	Autumn Establish regular meetings Spring Pupil Voice Survey Summer ongoing	Majority of pupils engage in physical activity enrichment at some point throughout the school week.	

<p>Training for Sports Leaders across Key Stage 2 to support peer engagement and longevity of program and effectiveness on playground.</p>	<ul style="list-style-type: none"> Organise league events on playground (table tennis/basket hoops) Encouragement assemblies and rewards Establish and train new Play Leaders and Sports Crew 	<p>£1000 £1000 £300</p>	<p>PE Lead Assistant Head Deputy Head DH</p>	<p>Staffing, Sports equipment Badges awards</p>	<p>Pupil Voice Pupil Active engagement in offered lunchtime physical activities</p>	<p>Spring Summer</p>	<p>Vulnerable pupils engaging in physical activities during breaks and lunches. Yet not engaging in friendly competitive challenges.</p>	
<p>Sports Behaviour Therapy Activities</p>	<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. 	<p>£3000</p>	<p>JCA JRO HSN/SWI</p>	<p>Staffing</p>	<p>Pupil Voice Behaviour Tracking Analysis</p>	<p>Autumn Spring Summer</p>	<p>Targeted support enables children who otherwise would not to meet the Chief Medical Officer's 30 minutes of physical activity every day in school.</p>	
<p>Track regularity of daily mile Extend and activity within each class.</p>	<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 based on data gathered and enable Sports Leaders responsibility within this process. 	<p>£450</p>	<p>PE Lead Class teachers Head</p>	<p>Time identified during day – different for each KS</p>	<p>Pupil Voice Staff Voice</p>	<p>Spring Summer</p>	<p>Whole school community engaged in shared, positive physical activity.</p>	

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. • Establish regular timeslot for rewards opportunities feedback to pupils and enable Sports Leaders responsibility within this process. • Pupil Voice shared in newsletters and on social media following participation in events. • Generate 'Sporty Selfies' wall, where pupils can provide evidence of them engaging in physical 	£100	PE Lead CRO/SWI	Communication Channels Newsletters Certificates	Pupil Voices Parent Voice	Autumn 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	

	<p>activities to include on display. Monitor GDPR and Safeguarding requirements surrounding this.</p> <ul style="list-style-type: none"> • Build on Sports Leader program, support longevity and legacy across school and link to school house system eg: Yr 3 shadowing Sports Crew 						<p>options available, through greater publicity. Parents beginning to positively comment and engage in sporting activities within school.</p>	
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3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

At The Orchards pupils have the opportunity to participate in dance and cricket sessions led by coaches alongside their class teacher. The use of coaches within sports is a useful attribute within the school as it provides a clear focus to each lesson as the coaching is sports specific. The teacher works alongside the coach and is supported, rather than replaced or displaced. The teacher is able to develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At Carnforth School the children enjoy having a

range of coaches in school. Studies have shown that sports coaches can be very beneficial role models and bring many benefits to schools. According to Wesport the benefits of using coaches in schools are that they:
 Provide additional capacity to help schools deliver a greater range of sports opportunities for children.
 Work alongside teachers to improve their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination.
 Support teachers to develop FUNDamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle.
 Promote lifelong participation in sport and physical activity to young people.
 Be role models and play a pivotal role in the mentoring and development of young leaders as coaches
 Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport.
 Support the transition between school and community sport through helping to create and develop links with local community sports clubs

School focus with clarity on intended impact on pupils (inc. Year Group)	<ul style="list-style-type: none"> Implementation/Actions 	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Kidderminster Harriers and Grass Roots Football, and Worcester Cricket Club To continue to raise the profile of football and cricket at The Orchards To provide staff with CPD to develop subject knowledge. To provide an extra-curricular club in Football to develop a love of sport and exercise.	<ul style="list-style-type: none"> Identified staff to shadow the football and cricket coaches to help upskill personal subject knowledge and delivery and planning. Develop staff to establish Girls' Football team and develop training 	School staffing No cost for coaches £500 PE Lead and class teacher time	PE Lead Class teachers to shadow	School Hall Kidderminster harriers and Worcester Cricket Club provided materials	Teacher working alongside the coach Learning walk Pupil Voice	Autumn (football) Spring (football & cricket) Summer (football)	Targeted support enables children who otherwise would not to meet the Chief Medical Officer's 30 minutes of physical activity every day in school.	
Membership of ALL ACTIVE ACADEMY September 2023 – August 2024 PARTNER SCHOOL AGREEMENT	Access to All Active Academy CPD – See below for range of <ul style="list-style-type: none"> opportunities (minimum of one CPD opportunity per half term) 	£1,773	PE Lead Head	Time	PE Lead Head	Autumn Spring Summer	Membership to the All Active Academy Regular communicati	

	<ul style="list-style-type: none"> • Termly PE Coordinator meetings • Inclusive PE training for staff working with pupils with SEND • to ensure fully inclusive PE lessons and delivery of • disability/inclusive sports • Activity area/Sport specific CPD • Health & Wellbeing CPD for example yoga & mindfulness, • afPE Safe Practice in PE • Active Curriculum CPD for example Active Maths • Needs led support – Half a day of bespoke support for schools to meet whole school priorities • Guidance on minimum operating standards and quality • assurance of deliverers • PE CPD/support for new PE leads • ECT (RQT) PE Days • Worcestershire PE Conference – free annual attendance <p>Access to Leadership training opportunities:</p> <ul style="list-style-type: none"> • Annual cluster Play Leaders training • Enhanced School Sport Organising Crew training - to include bespoke crew training and incentives • Wellbeing Champions training (included within Wellbeing Champions initiative) 						<p>on promoting updates & opportunities – a weekly email with national & local updates and opportunities</p> <p>Increasing opportunities for sharing good practice and collaboration of opportunities</p> <p>Termly newsletters and updates</p> <p>Access to local and national initiatives, such as the FA Girls' School Partnership</p> <p>Shared resources, equipment and skills to support delivery</p> <p>Access to funding and additional opportunities as and when they arise</p> <p>Coaching opportunities</p>	
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	<ul style="list-style-type: none"> • Opportunities for leadership linked to AAA events • Reward & recognition through AAA Leadership programme 						and offers via national governing bodies of sport and local providers (regular, but ad hoc) Community links - events held at club or community sites	
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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
Yr 4 Oaker Wood Residential Cascade training from Forest School Lead to other Orchards staff to provision outdoor learning opportunities on site	<ul style="list-style-type: none"> • Book Oaker Wood • Advertise • Risk Assessment • Attend • Coach costs • Forest Lead and Outdoor Training Qualifications time and cover 	£2000 subsidise £850 Bromsgrove Bus & Coach Company Ltd	EVC Lead PE Lead Deputy Head Forest Lead Outdoor Leader	Staffing	Pupil Voice Risk Assessment	Autumn Spring Summer	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 wellbeing.	
All years access to Forest School outdoor activity learning sessions	<ul style="list-style-type: none"> Forest School Lead allocated 1 day a week to deliver outdoor adventurous activities curriculum. 	£2000	NHA	Staffing OAA Outdoor equipment	LRI Curriculum Lead	Autumn Spring Summer	All children have opportunities to experience outdoor adventurous learning, involving risk taking and critical thinking supporting development of confidence, communication and the four school values PEAR.	

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 continue to engage in inter-school events and build wider relationships schedule Trust Leagues, and expand to other sports (orienteering @ Orchards 21.5.24; athletics @Nunnery June) 	£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.	
<ul style="list-style-type: none"> School House and colours scheme embedded with inter-sport house colours 	<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 	£200	PE Lead Head	Current Provision in school (Table Tennis/Netball hoops)	Sports Leaders Pupil Voice	Spring Summer	Embed a passion and commitment to collaborative Team sports, and eagerly participate,	

awarded for events.	school calendar as House Competitions (Pancake Races, Sports Day, Participation Points on Daily Active Engagement) Hold final awards ceremony across term/year.						demonstrate a Pride	
<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 and deputy Qualifying volunteers	Release Time	Staff Voice Pupil Voice	Spring 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.</p>	
Inter school competition at The Orchards	<ul style="list-style-type: none"> Ensure safety of sporting equipment (SportsSafe) 	£295	PE Lead Office Manager	Outside Agency	H&S Inspection Audits	Autumn Summer	Equipment safe for pupils/staff to use	
	<ul style="list-style-type: none"> Plan and deliver sustainable sports day tournament at The Orchards 	Time Provisioned for in other areas	PE Lead	Release Time	Pupil Voice	Summer	Opportunity for pupils to engage and display skills, feel pride and respect for themselves, representing their House and the	

							sports they play	
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