

PE and The Sport Premium Strategy 2021-22

OVERVIEW

PE and Sports Premium is used to develop and/or add to the PE and sports activities that the school already offers and to ensure that improvements made now will benefit the current cohort and those who join in future years. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. During the 2021-22 academic year Lime Academy Forest Approach received £16,380.

Most schools with primary-age pupils, including special schools receive the PE and sport premium each academic year. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. In cases where schools do not follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. In most cases, the Government determines how many pupils in each school attract the funding using data from the January school census.

Provision

Pupils at Lime Academy Forest Approach engage in a regular structured P.E and physical development opportunities. Pupils benefit from physiotherapy, Bikeability, swimming sessions and a sports coach to ensure they make the best possible progress in their physical development.

Sporting activities take place using facilities in school and in the local community.

How we intend to use Sports Premium funding to support the following:

We will provide additional targeted support to pupils to support them to be healthy, physically, socially and emotionally.

- Swimming
- Bikeability
- Sports Coach

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| Summary information | | | | | |
|--|---------|--|---------|------------------------------|-----------------|
| Lime Academy Forest Approach | | | | | |
| Academic Year | 2021/22 | Total Allocation | £16,380 | Date of SP Review | Sept 2022 |
| NOR | 153 | | | Date of next internal review | Sept 2023 |
| Desired outcomes | | What this looks like at Lime Academy Forest Approach | | | Allocated Funds |
| <ul style="list-style-type: none"> For pupils to access specialist equipment, facilities and staff to undertake activities to improve physical health and wellbeing Pupils have enhanced physical opportunities to improve their health and wellbeing Physical development targets within EHCPs are supported Specialist resources are well maintained to allow regular and sustainable use for current and future cohorts | | <ul style="list-style-type: none"> Specialist equipment to support and facilitate access to physical development and physiotherapy Personalised resources to support pupils with any additional needs to engage and be included into the PE curriculum. For example, balls of varied sizes, weights and sounds to ensure pupils with physical impairments can engage in ball related sports effectively. To maintain, replenish and replace sensory equipment that supports pupils with sensory needs to be effectively included in physical development. Resources to promote pupils of all abilities and physical disabilities to engage in Bikeability including the use of adapted bikes and trikes. These need regular servicing to ensure they are safe to use. Provide pupils with opportunities to develop their fine and gross motor skills to provide pupils with outdoor learning and exploration opportunities to help improve their physical development and wellbeing. Providing daily, physical programme to support children with concentration, co-ordination, or engagement difficulties to prepare them for learning in the classroom. Provide creative and stimulating learning outdoor spaces that will inspire curiosity and challenge for children of all ages and abilities. Appropriate playground equipment can stimulate children's senses, develop social stories skills, and regulate their energy levels. Regular access to a Sport Coach to help develop the student skills so they can use these to participate in similar clubs within the community. | | | £16,380 |

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Measuring the impact of Sports Premium

We use a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through Annual Reviews in relation to progress towards end of Key Stage targets

Monitoring progress:

- Of staff - throughout the term through the Leadership monitoring and evaluation process
- Of pupils - monitoring individual progression journeys towards end of key stage outcomes via the Annual Review process and termly quality assurance reviews.