

PE and Sports Premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Derbyshire Support Centre
Number of pupils in school	23 (26 PAN)
Number of KS2 pupils in school	8 (at time of writing)
Proportion (%) of pupil premium eligible pupils	74.0% (100% in KS1/2)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Termly
Statement authorised by	Gareth Allen
Sports premium lead	Gareth Allen
Governor / Trustee lead	Elaine Pritchard

Funding overview

Detail	Amount
PE and Sports premium funding allocation this academic year	£3,000
PE and premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£3,000

Part A: Pupil premium strategy plan

Statement of intent

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

Our neurodevelopment, which underpins all ability to learn and develop functional skills, begins with head to toe and proximal to distal development, in essence Gross motor to Fine motor skills. We need each of these stages to inform skill learning, motor co-ordination, hand eye co-ordination, bilateral integration and fine motor grips. Many children with a range of processing or learning impairments miss many of these foundational stages which then ceiling their opportunity for development. It is essential that, in line with the hierarchical nature of the neurodevelopmental approach, we go back to build good Gross motor skills to inform how our body works and as a necessary precursor to all other functional skills, including dressing self, pencil skills, sitting to task etc.

Esteem South Academy uses the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport we provide.

This means that we use the PE and sport premium to:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We use the PE and sport premium to secure improvements in the following 4 of the 5 key indicators.

1. Engagement of all pupils in regular physical activity
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Broader experience of a range of sports and activities offered to all pupils
4. Increased participation in competitive sport

As an AP Academy, the nature of our pupils can be very transient, and this strategy is to support health, fitness and wellbeing whilst the pupils access our provision. Due to the nature of the provision, pupil being on dual-roll, we do not offer Swimming due to the inability to commit to regular and contracted lessons but we do hope to allow our

pupils access to swimming opportunities this year and utilise the funding. Extra-curricular clubs do not take place formally but there is enrichment time each day where sports and activities are participated in.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Loss of access to sporting facilities, routines, opportunities and events caused by the size of the school and a transient pupil
2	The student offer of being exposed to a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for extended Schools, residential and trips the school needs to develop a roadmap thoroughly integrated into the curriculum.
3	<p>Students mental health, resilience and well-being can prevent them from accessing and/ or engaging with the curriculum. This has been significantly exasperated by the disruption to their education over the previous 2 years.</p> <p>Students often find it difficult to process their sensory needs which leads to them not accessing the curriculum. Student can often find it difficult to communicate their needs, preferences and concerns.</p>
4	Students are often not exposed to sport and exercise outside of school due to high levels of deprivation.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Engagement of all pupils in regular physical activity</p> <p>Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</p> <p>An enriched curriculum offer that embeds cultural capital and allows students, especially those who are disadvantaged, to gain access and be exposed to, a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for Extended Schools, residential and trips the school needs to develop a roadmap thoroughly integrated into the curriculum.</p>	<p>Students are exposed to a large variety of sports, activities and exercises promoting character-building qualities that lead to creating well-rounded, global citizens with a lifelong appreciation of sport.</p> <p>Students have improved decision-making skills, interaction with others and their self-management of emotions. Students develop and increase self-belief, self-awareness and the ability to build strong lasting relationships. Students are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter. They feel empowered to foster, exhibit and impart grit.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment of the sporting curriculum and extended experiential visits and events. E.g. Bowling, Rafting, Outdoor pursuits</p> <p>SportsCool – Lunch time extra-curricular sessions</p>	<p>For a summary of the evidence for Evidence supporting the benefits of learning outside the classroom, please look here https://bit.ly/3oy7sW1</p> <p>Our neurodevelopment, which underpins all ability to learn and develop functional skills, begins with head to toe and proximal to distal development, in essence Gross motor to Fine motor skills. We need each of these stages to inform skill learning, motor co-ordination, hand eye co-ordination, bilateral integration and fine motor grips. Many children with a range of processing or learning impairments miss many of these foundational stages which then ceiling their opportunity for development. It is essential that, in line with the hierarchical nature of the neurodevelopmental approach, we go back to build good Gross motor skills to inform how our body works and as a necessary precursor to all other functional skills, including dressing self, pencil skills, sitting to task etc</p> <p>SportsCool’s goal is to give every child the chance to participate, progress, and achieve in sports. In turn, this positively affects self-esteem, confidence, motivation, physical fitness, and overall mental and physical health.</p>	<p>1,2,3, 4</p>

Total budgeted cost: £3,000

Part B: Review of outcomes in the previous academic year

Sports premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<u>What it was used for</u>	<u>Money Spent</u>	<u>Impact</u>
Outdoor Education and excursions	£1200	Gives the children a valuable experience to participate in activities they have never accessed before and explore the county they live in.
Equipment and resources	£2500 Total: £4000	Introduces activities linked to competitive sport and healthy lifestyles. Provide students with the equipment to participate in a wide variety of sports

Further information (optional)

When making decisions about Sports Premium funding it is important to consider the context of the school and the subsequent challenges pupils may face. Esteem South Academy is an Alternative provision Academy for children aged 5-16 for children you have, or are at risk of permanent exclusion. ESA caters for pupils with a diverse range of Special Educational Needs (SEN) and as such the additional support we offer to each pupil is uniquely tailored to their individual needs and barriers to learning. We recognise that at ESA pupil attainment is predominantly influenced by pupils' ability to access to education, together with social deprivation. But staff at ESA are committed to all pupils achieving their full potential, regardless of SEN or background and always look for new and innovative ways pupils can be supported and challenged.

To make effective use of funding ESA analyses pupils' attainment data to identify trends and spend the funding most effectively in areas it is needed. However, we recognise that some pupils at ESA have complex backgrounds. As a result of this, many factors, including external factors, can influence pupils' attainment. Therefore, to ensure we gain a holistic and accurate picture of pupils' barriers to learning, we also analyse pupils' behaviour, vulnerability, attendance and engagement. This way we ensure that pupils are thriving socially and emotionally, as well as academically. Our priority is to ensure every pupil continues to make progress and is able to live as independently as possible when they leave South Derbyshire Support Centre

PE and Sports Funding at Esteem South Academy

Information from the DFE:

1. In April 2013, the Government announced new funding of £150 million for physical education (PE) and sport. This funding should be used to improve the quality and breadth of PE and sport provision.
2. Funding will be allocated to all maintained and state-funded schools with primary phase pupils, including: primary, middle, special and non-maintained special schools, academies and **pupil referral units** from 1 September 2013. For the academic year 2018/19 schools with 16 or fewer eligible pupils receive £1,000 per pupil. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.
3. Schools are free to determine how best to use this funding to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.
4. Our PE and sports funding is received for each child.

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

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

- A. 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.
- B. The profile of PE and sport being raised across the school as a tool for whole school improvement.
- C. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- D. Broader experience of a range of sports and activities offered to all pupils.
- E. Increased participation in competitive sport.

These indicators are used in all aspects of our PE and sports provision to ensure all our young people have access to high quality physical activity across the curriculum.