

Evidencing the impact of the Primary PE and sport premium

Sports Premium Report for the academic year 2021/22



Commissioned by



Department
for Education



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4773
Total amount allocated for 2020/21	£27,494
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9614
Total amount allocated for 2021/22	£17,880
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,494

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	66%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	59%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 45%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
<ul style="list-style-type: none"> Classes to have 2 hours of curriculum PE a week on timetables to allow children to take part in structured activity each week. Children to have active break times and active lessons Provide children with a range of play equipment for breaks and lunch times Ensure that P.E equipment is of a good standard to teach quality lessons 	<ul style="list-style-type: none"> Each phase allocates 2 hours of PE a week on their timetables. Each class from years 1 - 6 has 2 dedicated PE lessons each week. Children in EYFS also have a dedicated PE lesson on their timetable as well as daily outdoor physical activity and play as part of their EYFS entitlement. Physical activity is any form of movement and can be in an unstructured format, e.g. a game of football or cricket at break times. A PE audit will be completed at the end of each term ensuring that there is the correct equipment to teach. 	£12,990	<ul style="list-style-type: none"> Children's enthusiasm for sports has increased. P.E taught twice a week and external coaches visited school. Pupil Voice demonstrated that chn enjoyed their P.E lessons Parents will understand the importance of keeping fit and actively encourage their children to be active also. P.E/Sports newsletter sent home half termly to share what we offer at school and the importance of a healthy lifestyle Children will have role models to look up to. Children will feel inspired and will want to be active Walk to school programme followed throughout school All classes logged their journey to school every morning with a huge push on celebrating those who walked, scooted, rode or completed a 'park and stride'. Badges handed out as and when needed to classes. Strider (Walk to School mascot) visited school too. Walk to School Week promoted 	<p>School Games Gold mark retained.</p> <p>Sustainability: Sports coach/P.E Lead to apply for a wide range of competitions for 2021-2022.</p> <p>Next steps: Aspirations week was very successful. Could we look at invited some athletes or coaches into school next year?</p>	

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			<ul style="list-style-type: none"> • Sport week promoted – lots of tweets to showcase importance of being active • During Sports Week, each class had an Olympian or Paralympian to 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				NA%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Apply for the ‘your school games’ mark gold award. • Sports Week. • Offer a wide range of sporting clubs • To all year groups and encourage as many children from each year to attend. 	<ul style="list-style-type: none"> • Register online, complete all requirements to achieve gold, which is a comprehensive checklist to ensure children are getting the most PESSPA • To celebrate Sports Week to promote PESSPA and learning about famous sports men and women. • External providers and Sports Coach to provide weekly after school clubs • Ensure that different children attend the clubs if possible. SEN and PP chn prioritised. 	£ See above within indicator 1	<ul style="list-style-type: none"> • Register of clubs to be kept and monitor the number of children attending clubs. Children attending extracurricular activities has significantly increased since last year. Photos on social media to evidence. • Large number of pupils have attended inter-school tournaments throughout the year. 	<ul style="list-style-type: none"> • Continue to provide children the opportunities for children to partake in a range of extra-curricular clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Specialist coaches to support teaching staff and raise the competence levels of children within the curriculum. This will support children gaining more confidence and improving fitness levels after restrictions due to COVID 19. Enable staff to attend relevant PE and sporting training courses or to access in-house training. Subject leader PE conference 	<ul style="list-style-type: none"> GetSet4PE scheme successfully used across the school. Unfortunately could not attend the PE subject leader course due to COVID. 	£440	<ul style="list-style-type: none"> As a result of good leadership in the subject and confident and knowledgeable staff, more than 80% of pupils in each year group achieved ARE or above. When coaches have been in to deliver taster days or blocks of lessons, Sports Coach to be present in the lesson which has been helpful CPD. Increased confidence, self-esteem and a real desire to learn. 	<ul style="list-style-type: none"> Continue to renew subscription to GetSet4PE each year. Continue to develop opportunities for staff to develop in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				52%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Outdoor/Adventurous activities attended • Some Year 4 children trained as play leaders • Every year group have attended some form of inter-school tournament. • SEN children attended Panathlon event • UKS2 children took part in Football refereeing course 	<ul style="list-style-type: none"> • Year 6 to attend weekend residential • Children in KS2 will train to be sports leaders and have allocated days to become effective play leaders on the playground, promoting sport and good choices 	<p>£14,711</p>	<ul style="list-style-type: none"> • Children to develop their confidence levels during their outdoor adventurous activity skills • Children will lead the playground activities and promote positive fitness. • Children will enjoy their P.E and engage with competitions 	<ul style="list-style-type: none"> • Improve links with local schools • Increase cross-curricular links to sport and P.E • Children will become effective leaders themselves and will inspire others to become fit and active.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Less than 1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Attend as many competitions as we can at different levels – excel, aspire, panathlon Offer children opportunities to compete against other local primary schools Provide annual sports day Offer all children internal competitions giving them the opportunity to take part in competitive sport. 	<ul style="list-style-type: none"> Teacher commitment to training the children Teacher commitment to taking children to and from tournaments Teacher cover when teachers are out of school KS1 Sports Day and KS2 Sports Day 	£125	<ul style="list-style-type: none"> Increased participation in school sport Gives children the opportunity to take part in competitive sport. Photographs on twitter to evidence. Children have the opportunity to take part in competitive sport even if they do not excel at that particular sport. Attending the festivals allows opportunities for the M and LA children to partake too. SEN and LA children able to attend inclusive events and boost confidence and their view on different sports. Allows children to develop a sense of fair and well organised competition Children encouraged to compete against themselves to create personal challenges and personal bests. Develop a sense of self confidence. 	<ul style="list-style-type: none"> Continue to provide a range of competitive sport opportunities for all children. Continue to provide a range of competitive sport opportunities for all children

Personnel involved	
Head Teacher:	Stacey Postle
Date:	July 2022
Subject Leader:	Nicola Mitchell-Yorke
Date:	July 2022
Governor:	Mr Mangera
Date:	Sept 2022