



Evidencing the impact of Primary P.E & Sports Premium

2021-2022



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - All children participating in 2 hours of PE - Implemented and maintained improved teacher knowledge from last year continue with Upskilling (NQTs & NQT+1) ensure plans are readily available especially for teachers delivering School Games Competition prep lessons (83% increase in confidence scores from upskilled staff - support of new CV Life coach significantly boosted confidence). - Improved children's activity throughout the school day - taken part in Living Streets Travel Tracker + Walk to School Week. (100% class participation in school travel plan) - 100% engagement in Early Years Provision: physical activity in school. - Continued provision of after-school and extra-curricular clubs across the whole academic year (4x clubs per week capped at 25 pupils - 20% of the school participated in an after-school club this academic year: 66 children per term on average) - Participation in School Games - 100% participation in competitive sport training resulting in either inter-school competitions across the school - The percentage of children meeting national curriculum requirements for swimming and water safety has increased through targeted top-up lessons Year 5 - Autumn Term (By approximately 45%) - Re-introduction of full after-school club programme - Trained & re-introduced Sports Leaders (20 children at 10%) - Gained a Bronze Sports Mark 	<ul style="list-style-type: none"> - 1 new NQT upskilling programme of coaches teaching teachers - clear and measurable - Maintain at least a Bronze Sports Mark - Increased after-school club offer to children (1 additional club per week: 4 hours to 5 hours) - Train new sports leaders to maintain at least 10% across the school - Targeted provision Year 6/UKS2 during unstructured times (break and lunch) to ensure improved behaviour - To increase further numbers of Pupil Premium and SEND children participating in extra-curricular activities (Pupil Voice Questionnaire to be used to determine clubs in 2022/23)

Did you carry forward an underspend from 2020-21 academic year into the current academic year? **YES**

If **YES** you must complete the following section

If **NO**, the following section is not applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2021 to March 2022		Total fund carried over: £4,600	Date Updated: March 2022	
What Key indicator(s) are you going to focus on? Key Indicator 2 + Swimming				Total Carry Over Funding: £0
Intent	Implementation		Impact	
Upskill NQTs & NQT+1 staff.	NQT audits showed a reduced confidence in P.E lesson delivery at the end of last academic year. 1 hour per week upskill with qualified coach, followed by 1 hour per week to implement, evaluate skills observed in previous lesson.	£2,829 on NQTs £4,715 on NQT and NQT+1s	- 100% of NQT and NQT+1s stated they were more confident when teaching P.E at the end of the year. - 83% of staff claimed that upskilling had significantly contributed towards this increased confidence.	- Continue with current upskill model for NQTs (1x staff)
Top-up swimming Year 5	Due to the knock-on effect of Covid, children in Year 5 were provided with an Autumn Term of top-up swim.	£1,755	Approximately 45% achieving confident swimming. Fewer still achieving competent strokes, due to lack of Covid interventions in previous academic year.	- Spring 2022: select and send those who then require further top-up in order to achieve competence over 25m. (Target: over 75% self-rescue by Year 6) - Changed model for swimming provision to ensure spiral curriculum including top-ups in Years 5 and 6.

Meeting national curriculum requirements for swimming and water safety in Year 4. N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.	29%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke?)	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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?	Yes – see above for carry-over spend allocated for this.

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: 2021/22		Total fund allocated: £19,090		Date Updated: July 2022	
<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: 7%
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>	
<p>Ensure that all students receive national curriculum expectation of 2 hours of PE learning each week.</p>	<ul style="list-style-type: none"> - Allocated timetabled slots, twice per week for all year groups. Emphasis on targeted teacher upskilling to help deliver curriculum. 	<p>£0</p>	<ul style="list-style-type: none"> - Timetable & long-term plans/medium-term plans implemented, with clear subject indicators. Links made to School Games content where applicable - Continued PE Hub subscription to aid with planning and delivery of PE lessons when not being upskilled. 	<ul style="list-style-type: none"> - Continue with twice-weekly allocation of curriculum lessons - Teachers to use Long- and Medium-Term planning, PE Hub + skills/experienced gained via upskilling to implement curriculum 	
<p>Active Maths sessions implemented daily on timetables.</p>	<ul style="list-style-type: none"> - Class teachers provided more ways to keep their children active throughout the day. 	<p>£0</p>	<ul style="list-style-type: none"> - Children were provided with further opportunities to be active. 	<ul style="list-style-type: none"> - Continue to be provided with this again next year. Build on this using CV Life coaches to target least active children. 	
<p>Increased physical activities during school hours, outside of PE lessons (To continue to participate in Travel Tracker & Walk to School week)</p>	<ul style="list-style-type: none"> - Daily (Living Streets) Travel Tracker carried out by ALL classes throughout the year: Children to receive badges as they achieve more activity. - Walk to School Week initiative 	<p>£0</p>	<ul style="list-style-type: none"> - Web report for Travel tracker - badges received for achievement - children engaged and motivated to get next badge. - Class charts, stickers & Web 	<ul style="list-style-type: none"> - Repeat in coming years and track/compare against previous engagement. 	

	and WTSW May 2022: Daily 'awareness' messages shared with children.		report for class Walk to School Week. - Tracker percentages showed: 89% of children were active on their journey to school (walked or park and stride) 65% engaged in daily logging of their activity	
Re-implementation of full after-school club programme (4 hours per week) and lunchtime Yoga club (1 hour per week)	<ul style="list-style-type: none"> - Encouraged children to participate in regular physical activity through extra-curricular provision. - A range of clubs were provided both after-school and during lunch hours to promote this (Football, Dodgeball, Street Dance, Multi-sports, Yoga). 	£1605	<ul style="list-style-type: none"> - Children have been far more engaged in physical activity due to the extra provision provided to them. - All pupils given the opportunity to take up additional physical activity on top of their 2 hours of curriculum provision. 	<ul style="list-style-type: none"> - Develop the offer of extra-curricular activity further (increased hours after-school from 4 to 5.) - Use FSM pupil voice to encourage further uptake amongst PP and SEND.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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:

<p>Develop targeted lunchtime provision through the use of a coach to ensure children are active as well as developing core fundamental & behavioural skills.</p>	<ul style="list-style-type: none"> - Coaches engaged with targeted year groups (Year 5 or 6 dependant on MUGA timetable) in daily activities based in the MUGA (Football competitions - open to all) 	<p>£1927.50</p>	<ul style="list-style-type: none"> - Behaviour managed and increased awareness of sportsmanship plus general behaviour reported both during and after activities - reduced numbers in supervised play. - Number of first aid incident reduced on CV Life supported hours as evident in first-aid book. 	<ul style="list-style-type: none"> - Continue to provide targeted lunchtime support from specialised coaches next year. Focus on keeping children engaged to reduce behaviour incidents and improve concentration levels.
<p>Provide adequate and targeted equipment for break & lunch time to aid with above (key skills focus)</p>	<ul style="list-style-type: none"> - Equipment from last academic year built upon with an influx of new playground equipment. Coaches and Sports Leaders briefed in how and when to use, and with which target groups (Year 5 high-tariff children) 	<p>£1060</p>	<ul style="list-style-type: none"> - Core/fundamental skills improved - observed in some PE lessons. - New equipment helped to keep children engaged and reduced behaviour incidents on the playground during unstructured times. - Pupil voice indicated that Sports Leaders were: Known and recognisable to 100% of students Increased organisation and behaviour on the playground by 50%. 	<ul style="list-style-type: none"> - Re-train Sports Leaders & DRAs to deliver targeted activities related to key skills. - Re-stock equipment where possible to ensure a maintained level of engagement on the playground.
<p>Ensure sports equipment is up to date in line with the planned curriculum and is useful, appropriate and of good enough quality to support teaching of PE and engagement in competitive sports.</p>	<ul style="list-style-type: none"> - Audit and purchase necessary equipment. 	<p>£56.10</p>	<p>Resources were available and allowed children, teaching staff and sports coaches to access and provide a wide range of sports to children both within the school curriculum and in after school clubs.</p>	<ul style="list-style-type: none"> - Use audit already taken by JD (CV Life coach) to ensure equipment is all up-to-date again at the start of the next academic year.

<p>To engage EYFS/SEN/PP/Least Active children in increased physical activity</p>	<ul style="list-style-type: none"> - All EYFS children received allocated PE slot with Ryan Stilwell on Friday mornings, with 100% participation - SEN/PP/Least Active children all given opportunity to partake in School Games Events as part of whole-class PE lesson provision - SEN/PP/Least Active children offered extra-curricular sport for free via after-school clubs 	<p>*Cross ref CV Life upskill provision</p>	<ul style="list-style-type: none"> - EYFS Dance/PE sessions timetabled in each week. - 100% participation of all children in School Games Events (Year 6 Sports Hall Athletics; Years 5/6 Rounders, Year 5 Values Dodgeball, Years 3/4 Football) - 63 children have participated in School Games competitions this year of which 13% were PP. - 1/3 of all children who attended a P.E based after-school club this year were either SEND or PP. 	<ul style="list-style-type: none"> - Continue with EYFS provision, as already timetabled. - Continue to provide these children with the opportunity to take part in increased activity through School Games.
<p>Run whole school Sports Day. Recognise importance of PESSPA through links to school values and through promoting importance of sports to children and parents.</p>	<ul style="list-style-type: none"> - Plan across whole school and ensure teaching staff are able to run events in an efficient and effective manner. 	<p>£0</p>	<ul style="list-style-type: none"> - Children were able to take part in a range of sporting events to practise and showcase their key skills and to compete with other pupils. - Parents to be invited to attend the event to ensure wider participation and promotion of the event. 	<ul style="list-style-type: none"> - Continue to run as yearly event. Provide more opportunities for events to be competitive next year.
<p>To recognise the importance of wider-scale events when raising the profile of PESSPA across the school. (Participation in the Queen's Baton Relay event - Commonwealth Games)</p>	<ul style="list-style-type: none"> - Book in opportunity for children to attend Commonwealth Games festival 	<p>Transport costs TBC</p>	<ul style="list-style-type: none"> - 20 children from across Years 3-5 travelled to the Alan Higgs Centre and participated in competitive sport (Years 3/4 Rugby 7s and Years 4/5 Dynamos Cricket) and spectated the Queen's Baton relay moving from the city. 	<ul style="list-style-type: none"> - Endeavour to maintain opportunities for children to participate city-wide events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
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:
To hire qualified sports coaches to work alongside staff when teaching PE, to improve the quality of teaching. Therefore, improving outcomes for children, including knowledge of School Games competitions and how these link to the curriculum.	<ul style="list-style-type: none"> Staff to work alongside CV Life coaches Ryan Stilwell and James Sawbridge 3 afternoons per week to upskill staff in different areas of P.E (Ball sports, School Games preparation, Dance, Gymnastics) 	£11,490	<ul style="list-style-type: none"> JS worked alongside: NQTs & NQT+1 throughout whole year. Teacher upskilling questionnaire noted that all members of staff felt more confident when teaching P.E from start of year to end of year. 92% of staff suggested that upskilling had significantly helped to develop their professional practice. JS also supported all members of staff to prepare for School Games events (Year 6 Sports Hall Athletics; Years 5/6 Rounders, Year 5 Values Dodgeball, Years 3/4 Football) Increased staff confidence in this area of the curriculum as a result. 	<ul style="list-style-type: none"> CV Life to upskill NQTs & staff again next year Use previous plans and P.E. Hub to support planning and teaching for all other teachers. (MAT and P.E. Lead to support if needed) Teacher skills/CPD audit to act as spring board for targeted upskilling, based on confidence scores in specific areas of PE = more bespoke upskilling package for staff.
Lunchtime DRAs to be supported and upskilled by CV life coaches to ensure children are better engaged.	<ul style="list-style-type: none"> Children had equipment trolleys made up with DRAs show how to best use sporting equipment to support their year groups at lunchtimes. 	£1927.50	<ul style="list-style-type: none"> Children were more active and engaged throughout lunchtimes resulting in DRAs reporting a lower percentage of children needing first aid as less incidents occurred, as well as a lower percentage of children 	<ul style="list-style-type: none"> Continue to support lunchtime staff next year and build upon skills for how to use equipment to support children keeping active and engaged.

			needing to leave the playground.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
22%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Celebrate with and involve all children in the participation of whole year group dance session (Ricky's day of Dance.)	- Whole school 'dance': Timetabled and communicated with staff and completed by every child across the school.	£425	- Positive feedback from children - pupil voice - Great parental support for the day on ClassDojo pages	- Continue with Ricky's Day of Dance across the school in the next academic year.
Increasing participation and experience in dance. Improve health & wellbeing understanding for all pupils to encourage active and healthy lifestyles.	- Kirstie Smith - dance and fitness instructor (Step-on-the-stage company) to run curriculum sessions for all year groups 1-6, with focus on engagement in dance and delivery of fitness, lifestyle and education. Linked to the Thematic curriculum and Year 6 end-of-year production.	£1440	- Teacher feedback: increased co-ordination reported from teachers, plus increased willingness for Least Active children to participate in Dance. (Increased confidence and engagement levels - building resilience)	- Re-book and plan programme across the year and liaise with staff regarding content. - Ensure these sessions continue to develop cross-curricular links to Theme.
Provide swimming lessons to Year 5 - children missed some of their lessons last year due to Covid-19. (Top-up)	- Children provided with weekly lessons from swimming teachers in Autumn Term	£1755	- Approximately 40% of Year 5 were able to swim proficiently using a range of strokes after their sessions.	- Continue to provide swimming lessons for next year's Year 4 children as part of the curriculum. - Look to assess this cohort again in Year 6 as part of

				crash-course, offering places to those who need to continue provision alongside Year 4.
Children to have an access to a wide range of after-school clubs.	<ul style="list-style-type: none"> - A range of clubs were provided both after-school and during lunch hours to promote whole school improvement (Football, Dodgeball, Street Dance, Multi-sports, Yoga). - Subsidise clubs to allow more children to attend extra-curricular sessions taught by coaches. 	£1605	<u>Audit of sports club registers</u> <ul style="list-style-type: none"> - On average, 66 children took part in after-school clubs per term this year (20% of the whole school) - Over the course of this year, a total of 328 children participated in an after-school club. 	<ul style="list-style-type: none"> - Develop the offer of extra-curricular activity further (increased hours after-school from 4 to 5.) - Use FSM pupil voice to encourage further uptake amongst PP and SEND.

Key indicator 5: Increased participation in competitive 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:
Train for and enter either inter- or intra-school 'School Games Competitions'. Held in PE lessons, as part of core curriculum skills, linked to National Curriculum objectives.	Teachers to deliver (alongside skilled coach intervention) core skills for each competition, including competition at end of each unit (choice whether this is inter- or intra-school competition.)	£82 transport costs plus upskilling (see key indicator 3)	<ul style="list-style-type: none"> - 63 children have participated in inter-school games competitions (against other local primaries) this year in Years 3-6 = 29% - 100% of children across the school have participated in intra-competitions on a half-term basis, ending each unit with a mini class or year competition. - A further 20 children represented the school in sporting events held at the Queen's Baton relay on July 21st. 	Continue to provide these children with the opportunity to take part in increased activity through School Games.

Signed off by	
Head Teacher:	<i>C. Jones</i>
Date:	21.07.22
Subject Leader:	J. Cunningham
Date:	15.07.22
Governor:	<i>L. Hayes</i>

Date:	21.07.22
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