

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **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 funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding to:

- develop or add to the PESSPA activities that your school already offer
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools need to ensure **impact** against the following 5 Key Indicators:

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, Sport and Physical Activity being 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

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

***In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31st July 2021**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets

- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2019/2020 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31st July 2021

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| Academic Year: September 2020 – July 2021 | Total Fund Carried over £0 | Date updated Jul22 | | |
| What key indicator(s) are you going to focus on? | | | | Total carry over funding £ |
| Intent | Implementation | Allocated funds | Impact | Sustainability |
| Your school focus should be clear how you want to impact on your pupils | Make sure your actions to achieve are linked to your intentions | Carry over funding allocated | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PESSPA have made to pupils re-engagement with school. What has changed? | Sustainability and suggested next steps and how does this link with the key indicators on which you are focusing this academic year? |

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| Academic Year: | 2021-2022 |
| Total Funding Allocation: | £18240 |
| Actual Funding Spent: | £18581 |

PE and Sport Premium Action Plan

| Indicator 1: The engagement of <u>all</u> 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 | | | Percentage of total allocation: |
|--|---|-------------------|---|
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Build on our active play and lunch time opportunities. | Provide equipment that encourages children to be active during their play times. Train staff to support and encourage active play and lunch times. | £4000 - | Active children, fall in behaviour incidents at playtimes. Confident adults supporting play. |
| Build on our active learning opportunities. | Use of Active Maths, look into Active Literacy. Attend on PE conference. | £200 | Staff delivering at least one Active Maths or English element in one lesson per week. |
| Look at the links between well being and active breaks. | Explore and trial Stormbreak as a resource to support active time and well being. | £500 | More activity breaks within the school and improved well-being scores. |
| Develop club offer to support active time. | More opportunities for pupils to access clubs, some with no barriers (cost/competency levels) | £180 | Children who may not normally access clubs will do so. |
| Travelling to and from school actively and active breaks during the school day. | Morning Mile, Scooter Fridays. Sustrains initiatives: Walk to School Week. The Big Pedal. Santa Challenge. | £60 | Incidental activity developed by families. |

| Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: |
|--|--|--|--|
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| <p>To support behaviour and teaching and learning profiles:</p> <p>Build on our active play and lunch time opportunities.</p> <p>Build on our active learning opportunities.</p> <p>Look at the links between well being and active breaks.</p> <p>Develop leadership opportunities.</p> | <p>Provide equipment that encourages children to be active during their play times.</p> <p>Small group interventions: social skills and leadership opportunities.</p> <p>Train staff to support and encourage active play and lunch times.</p> <p>Use of Active Maths, look into Active Literacy.</p> <p>Explore and trial Stormbreak as a resource to support active time and well being.</p> <p>Train and support key stage 1 and 2 children as sport/play leaders to support their peers at lunch time.</p> <p>Sports council/bloggers/social media reporters group of pupils to monitor and report on PESPPA at TSG.</p> | <p>£2800</p> <p>£500</p> <p>(£500)</p> <p>£100</p> | <p>Improvement measured on well-being scales.</p> <p>Reduction in playtime behaviour CPOMS</p> <p>Regular physical activity breaks.</p> <p>Regular physical activity breaks.</p> <p>Sports Leaders (12)</p> <p>Play Leaders</p> <p>Bloggers / reporters.</p> |
| House competition. Half-termly inter-house competition. | <p>Provide equipment. organise and run competitions.</p> <p>Train Sports Leaders to organise and score each event.</p> <p>Photograph and report on each competition. Record scores on House noticeboards.</p> | - | <p>Raise the profile of PESPA across the school. Whole school participation.</p> <p>developing aims of the School Games.</p> <p>Positive experiences for children and staff. Leadership opportunities for Sports Leaders.</p> |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| <p>Understand new elements of the PE Hub curriculum. Continued access to PE Hub.</p> <p>Ensure staff that have had a change of year group feel confident in their new PE curriculum.</p> <p>Staff CPD across different areas of the PE curriculum..</p> | <p>Purchase annual subscription to PE Hub.</p> <p>Opportunities for team teaching/peer observations to support transition. Feedback on units of work taught.</p> <p>Drop in discussion opportunities with PE leads to ask for any support. Equipment.</p> <p>Competence levels evaluated and CPD given to support as needed. PE Conference</p> | <p>£350</p> <p>£6000</p> <p>£180</p> | <p>Continued curriculum support and development.</p> <p>Staff confidence and enthusiasm for the teaching of PE.</p> |

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| | Access RSSP CPD. Organised events in school. Off-site CPD advertised to staff. | £2800 | Practical opportunities for staff to see lessons taught by other professionals. opportunities for staff Q and A. Uplevelling of staff knowledge, confidence and enthusiasm. |
| | | | |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Taster sessions of different physical activities and sports. | Organised on Healthy Hearts and Minds days. Whole school participation | £1000 | Children experience a range of different physical activities and sports. Links created with extra-curricular clubs at school and in the locality. |
| Sustrans initiates. active travel promoted. develop and encourage different methods of travelling to and from school. | Promote and Participate in Sustrans initiatives throughout the school year. | (£60) !1 | Most children will understand and experience the benefits of different methods of Active travel to themselves and to their environment. |
| Development of clubs provision before, during and after school. | Invite club organisers to promote clubs through taster sessions and advertisement. | - | |
| Indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Participate in competitive sports in KS1 and KS 2. | Redborne Sports Partnership. | (£2800) I3 | All children in UKS 1 to have participated once in RSSP organised events. KS 2 all children to participate once (Year 4 twice). |
| House competition. Half-termly inter-house competition. | Provide equipment. organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on House noticeboards. | - | All children to have participated in three inter -house competitions. |

PE and Sport Premium Impact Review

| Indicator 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 | | | | Percentage of total allocation: |
|---|---|-------------|--|---|
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| Build on our active play and lunch time opportunities. | Provide equipment that encourages children to be active during their play times. Train staff to support and encourage active play and lunch times. | £12,325 | New outside play and learning opportunities for EYFS and KS 1. Children engaged in play, reduction in behavioural issues at playtimes. | Continue to develop outside play opportunities. develop use of space. encourage wider use of the field throughout the year , (4x half terms). |
| Build on our active learning opportunities. | Use of Active Maths, look into Active Literacy. Attend on PE Conference. | | Not completed | Staff CPD Active Maths and Active English. |
| Look at the links between well being and active breaks. | Explore and trial Stormbreak as a resource to support active time and well being. | | Training completed. Positive responses in well-being from trialled classes. roll-out september 2022. | Stormbreak continues. |
| Develop club offer to support active time. | More opportunities for pupils to access clubs, some with no barriers (cost/competency levels) | | Extra-curricular clubs offered before and after school; Aesthetics, Well-being and Games offered to all children | Maintain links with clubs, continue to broaden opportunity. Develop new links. |
| Travelling to and from school actively and active breaks during the school day. | Morning mile, scooter fridays. Sustrains initiatives; Walk to School Week. The Big Pedal. santas challenge. | - | Morning mile and wheelie friday started in summer term. Sustrans initiatives promoted and participated in. | Continue initiatives next year. |
| Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |

| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
|---|--|--------------|---|---|
| <p>To support behaviour and teaching and learning profiles:</p> <p>Build on our active play and lunch time opportunities.</p> <p>Build on our active learning opportunities.</p> <p>Look at the links between well being and active breaks.</p> | <p>Provide equipment that encourages children to be active during their play times.</p> <p>Small group interventions: social skills and leadership opportunities.</p> <p>Train staff to support and encourage active play and lunch times.</p> <p>Use of Active Maths, look into Active Literacy.</p> <p>Explore and trial Stormbreak as a resource to support active time and well being.</p> | <p>£1100</p> | <p>New outside play and learning opportunities for EYFS and KS 1. Children engaged in play, reduction in behavioural issues at playtimes.</p> | <p>Sports Leaders (14) training completed with RSSP.</p> <p>Supported House Competitions, EYFS Sports Days and playtimes.</p> |
| <p>Develop leadership opportunities.</p> | <p>Train and support key stage 1 and 2 children as sport/play leaders to support their peers at lunch time.</p> <p>Sports council/bloggers/social media reporters group of pupils to monitor and report on PESPA at TSG.</p> | <p>£780</p> | <p>Stormbreak trialled during transition week. positive feedback from children.</p> | <p>Stormbreak training completed. First work during transitions. September 22 start.</p> |
| <p>House competition. Half-termly inter-house competition.</p> | <p>Train and support key stage 1 and 2 children as sport/play leaders to support their peers at lunch time.</p> <p>Sports council/bloggers/social media reporters group of pupils to monitor and report on PESPA at TSG.</p> | <p>£78</p> | <p>Sports leaders (14) completed training with RSSP. Some experience of lunchtime games organisation before restrictions. All participated in the organisation of Inter-House competitions. Supported EYFE Sportsday and HHM.</p> | <p>Maintain Sports Leadership opportunities.</p> <p>Play Leaders in each year group - basis for organised Sports Council.</p> <p>Notice Boards to increase profile.</p> |
| <p>House competition. Half-termly inter-house competition.</p> | <p>Provide equipment. Organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on house noticeboards.</p> | | <p>Three competitions this year. Staff and SL support ensured that all children participated in these events.</p> | <p>Continue. Use further School Games themes to underpin a year of competition for all year groups,</p> |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |

| | | | | |
|---|---|--------------------|---|--|
| <p>Understand new elements of the PE Hub curriculum. Continued access to PE Hub.</p> <p>Ensure staff that have had a change of year group feel confident in their new PE curriculum.</p> <p>Staff CPD across different areas of the PE curriculum..</p> | <p>Purchase annual subscription to PE Hub.</p> <p>Opportunities for team teaching/peer observations to support transition. Feedback on units of work taught.</p> <p>Drop in discussion opportunities with PE leads to ask for any support. Equipment.</p> <p>Competence levels evaluated and CPD given to support as needed.</p> <p>PE Conference</p> <p>Access RSSP CPD. Organised events in school. Off-site CPD advertised to staff.</p> | £364 | <p>Delivery of well organised units of work to ensure progression of all children.</p> <p>Some units are not appropriate for 'space' (indoors / outdoors).</p> <p>CPD Cricket completed this year due to restrictions. Teachers and support staff keen to use</p> | <p>Continue to use PE Hub. continue to assess suitability for our children of each unit within the PE Long Term Plan.</p> <p>Adjustments made to space planning and LTP</p> <p>Apply for Chance to Shine. Allocate for a six-week block of Cricket KS2. Organise 'taster' day KS 1 and KS 2.</p> |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| Taster sessions of different physical activities and sports. | <p>Organised on Healthy Hearts and Minds days.</p> <p>Whole school participation</p> | £1184 | Yoga has become a weekly lunchtime club for Reception, KS 1 and KS 2 children. | Maintain links and continue. Identify three activities for HHM. |
| Development of clubs provision before, during and after school. | Invite club organisers to promote clubs through taster sessions and advertisement. | | Two mornings, one lunchtime and three after school physical activity clubs. | Maintain links and develop new opportunities. |
| Sustrans initiates. active travel promoted. develop and encourage different methods of travelling to and from school. | Promote and Participate in Sustrans initiatives throughout the school year. | | Whole school participation in three initiatives promoting Active Travel. Dr Bike in before tThe Big Pedal. Six bBalance Bikes loaned to EYFS. | PA levels assessment in September for all children. |
| Indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |

| | | | | % |
|---|--|-------------|--|--|
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| Participate in competitive sports in KS1 and KS 2. | Redborne Sports Partnership. | £2750 | All children in UKS 1 have participated once in RSSP organised events. KS 2 all children participated once (Year 4 twice). | Continue. Survive level agreement 'plus' to ensure enough events and breadth of competition. |
| House competition. Half-termly inter-house competition. | Provide equipment. organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on House noticeboards. | | All children have participated in three inter-house competitions. S.L. organised and recorded each event. | Continue. Plan 6 competitions (half-termly) |

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below must be reported on the school website for the current Year 6 cohort

| | |
|---|--------|
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ? | % |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | % |
| Schools can choose to use their 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/NO |