Sports Funding 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.

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| Key achievements to date until July 2021: | Key Areas for further improvement 2022 and baseline evidence of need: |
| All children spend at least 2 and half hours a week on PEProvide a broader range of activities for key stage 1 – Dance and PEIncreased confidence, knowledge and skills of all staff in teaching PE and sport with new PE scheme New Curriculum for PE to cover skills / games/ confidence/ social skills/ New equipment purchased in order to provide a wide range of PE games  | To increase the enjoyment of the daily mile by setting up Marathon KidsTo develop sports ambassadors to run playground games To gain a school sports mark To offer children taster days based on pupil voice of physical activities we don’t currently provide and encourage children to take part in clubs outside of schoolProvide opportunities for both inter and intra sports competitions To raise the profile of PE and sports across the school to encourage more children to participate in after school clubsUse PE to develop mental health for all children. |

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| Meeting national curriculum requirements for swimming and water safety. |  |
| 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 leavingprimary school at the end of the summer term 2020. | 93% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 93% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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? | Yes93% (15/16) of the class can swim 25m and perform life savings |

**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.

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| **Academic Year:** 2021/2022 | **Total fund allocated:** £20,180 | **Date Updated: 17th July 2021/** **July 2022** |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | Percentage of total allocation: |
| 24% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Ensure timetables reflect 2 and half house a week of PE and where possible 30 mins a day goal. | Follow PE hub/ Real PE Purchase a tablet to be able to take outside to support the delivery of the new PE schemes.Continue to support staff with schemes of work and opportunity to watch each other teach PE. | Tablet £400 | More opportunities offered, children can enjoy more sports.Confident staff providing high quality PE | Children are now getting taught specific skills and games. Staff are more confident after having multiple coaching sessions from specialist PE lead. Next Steps: continue with PE hub/ Real PE – look into gymnastics / Sort technology |
| Marathon Kids  | Training /Equipment £170 | Children show increased fitness and participation with desire to collect their marathon bands | Ash class have started Marathon Kids, WIFI issues were a difficulty but now ready to move with all classes. Completed Saturday launch. Next Steps:most classes completing but needs to be regular.  |
| PE Breaks in class – Active classroom/ skills from Real PE  | Release Time : £50 | Children having breaks to be more focussed on learning. | Activ ideas for wet days shared with staff and trialled so all children still get physical breaksNext Steps : all TA’s to make sure they are being used |
| Active Playground/ Redlands PE Ambassadors | £375  | Children have opportunities to support the leading playground games/ festivals/ sports day developing confidence and self-esteem | Children supporting with festivals, help with PE lessons and sports days. Next Steps : Mixed playtimes to help with playtime |
| Football sessions to be taught for each class with specialist coach - £2,200 | £2,500 | Development of football knowledge and skills  | Weekly – Each class has a half term of 2 hours of football once a week.Next Steps : Continue |
|  | 2 days a week games specialist sessions to be taught in preparation for sports festivals  | £1,286 | Development of skills to be confident to take part in competition  | Children confident in a range of games and skills, took part in lots of competitions and were very successful winning lots of trophies this year. Next Steps : continue |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
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| **Intent** | **Implementation** | **Impact** | 1% |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Encourage the children to see the benefits of daily physical activity  | Use journals to measure happiness and mind set with the children before and after sport. Use journals to measure fitness and personal goals.  | £50.00 |  Children to have experience and understanding of the benefits of physical exercise for life  | Trialled with Ash class – Summer term for all classes, time consuming and did not have the impact we wanted. Next Steps : Still complete but needs to be more efficient use of time. |
| School Games Mark  | Organise events to meet standards of School Games mark  |  Release Time £150 | Children to have a positive and happy attitude to lifelong pe. | This has been completed, but needed to be signed off, so we still have not got the school games mark.  |
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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
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| **Intent** | **Implementation** | **Impact** | 1% |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To ensure all staff are confident to teach the PE curriculum for their year group  | Staff to embed the core values of Real PE and PE Hub for all staff to feel confident to teach PE   | PE Hub £455   | Pupils can assess themselves and try challenges to push themselvesThey can develop their personal bestThey recognise the different skills they are the developing and not just the physical skills. | Staff have had specific training / coaching with own class x 2LT and LB have had leadership trainingLB has had assessment trainingBT has had foundation training Staff have had 2 staff meetings for assessment and core values/ use of resourcesPupil voice showed they needed reminding of the skills they had completed through the year. Staff voice – showed confident with real PENext steps : Continue with training, looking at the real gym aspect next. Create a progression pathway for each year group to support children understanding of their learning journey |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
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| **Intent** | **Implementation** | **Impact** | 61% |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Increase the range of sports provided across the whole school and encourage the children who have not participated previously  | Club to boost mental health.  | £50.00 | Boost of self esteem for the vulnerable children  | 1 session at beginning of term and then Covid stopped it. Back again now and will change children after EasterBoxes for home kits will be given out to chosen children. Targetted children was a success. Next Steps- continue with PE club but target motor skills/ fitness for those needing support |
| swimming lessons for year 6 | £560 | Meet the swimming requirements and be more prepared as children who live on the coast. |  Booked for Summer, successful all but 1 child is confident in swimming requirementsNext Steps : Book Swimming for year 4 and year 6 next year  |
| R- - WiggletsYr 1 – learn to ride bikeYr 2 – WOEC – Changed for Rockburn Yr 3 – Urban dance and Archery Yr4 – Paddleboarding or Dance – changed to Rockburn Yr 5 – Bikeability Yr 6 – WOEC  | £2,130 | Opportunities for a range of fun physical activities with peers, to encourage children to participate in new activities. | Learn to ride your bike completed. All activities completed, pupil voice showed the enjoyment in learning new skills, self-esteem was boosted once achievements were made. Next year – continue with similar activities  |
| To increase the range of sports clubs provided  | ClubsPE Club Netball ClubRunning Club Dodgeball Football ClubGymnastics Club  | £200 | Children to have further opportunities to develop sports interests after school. | Some clubs have been offered – but Covid stopped them, back on track now. Successful uptake of clubs, tag rugby was an added club in the yearMost clubs linked to competitions and we were really successful in achieving awards and trophiesNext steps – Continue with clubs , PE club to be more focussed on fitness levels and motor skill level |
| To increased outside activity and mental health benefits of being outside  | Forest Schools / Year 3 and 4 sleepovers  | £5,300£300 | Children to have opportunities to develop physical skills outside  | Forest Schools – all classes have a weekly session for a half term over the year.Next Steps: continue next year, especially focussing on fine and gross motor skills |
| To increase children’s physical activity during leisure time  | Organised encouragement of participation of physical activity during playtime breaks  |  £2867 | Children to develop both social and physical skills  | New playground equipment given and playtime zoned for different games.Next Steps : support for training required next year to ensure consistency between staff |
| To provide children the opportunity to take part in a range of physical activities  | Order PE equipment  | £900 | Children have a range of equipment to use  | Equipment for teaching PE has been purchasedNext Steps : Playground equipment, gymnastics equipment required |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
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| **Intent** | **Implementation** | **Impact** | 13% |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
|  To raise the percentage of children across the school taking part in competitive sports both during school time and afterschool | Interhouse Sports FestivalsAutumn – Multi Skills and dance/ aerobics Spring- Hockey/Football/ NetballSummer – Athletics Events  | £300 | Opportunities to experience competitions and work as a team.  | 1 Festival completed with Sports Ambassadors – children/staff really liked it with positive comments. 2nd Festival was just as successful for inter house competitions3rd – Part of sports day incorporating marathon kids and athletic eventsNext Steps: Continue next year and involve specialists where possible |
| Competitive Sports Day  | Admin / Medals and Stickers and new equipment£50 | Opportunities to experience competitions and work as a team. |  Booked for JuneNext Steps : continue next year  |
| All classes to participate in Sports Partnership festivals again other schools.Sports leader to take children to attend local tournaments.  |  Sports Partnership Fee£2,087 | Opportunities to experience competitions and work as a team. | Taken part in3 x cross country eventsTag RugbyKenway CupFutsal – yr ¾ OrienteeringNetballVery successful , won lots of events. Next steps : Ensure curriculum is linked closer to events , continue next year  |

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| Signed off by |
| Head Teacher: | Sarah Terrey |
| Date: |  June 2021 |
| Subject Leader: | Lydia Blake |
| Date: | June 2021 |
| Governor: | Theresa Sturtivant |
| Date: |  June 2021 |

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