



Sport Premium Plan and Evaluation

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.

<p>Key achievements to date until July 2022:</p> <ul style="list-style-type: none"> Established a timetable for trained play leaders to lead activities during break times. Replenished stock of balls for team games to allow for planned rugby unit and football extra- curricular club. 	<p>Areas for further improvement and baseline evidence of need:</p> <ul style="list-style-type: none"> Work towards maintaining silver school games mark by July 2022 On return to school post COVID-19 maintain regular physical exercise within school through movement breaks and time for active learning throughout the day.
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<p>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.</p>	<p>100%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<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>	
<p>We invested in swimming pool resources to enable across the school and wider community for the future. Children had not used the pool for</p>	

two years due to covid. This had an impact on children going swimming / having lessons and has meant we have been inclusive to all groups of children.

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: £16,900 (carried over from last year - £9381.91) Allocated - £24158.91	Date Updated: 21.07.22
<p>Key indicator 1: The engagement of <u>all</u> 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</p>		
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>To engage all pupils in regular physical activity (a minimum of 30 mins a day in school time) in response to the Governments childhood obesity strategy</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE lead to use Active School Planner to identify gaps in physical activity provision and use toolkit to address arising issues.</p> <p>To engage all teaching staff in mapping areas / times of inactivity in children. PE coordinator to use resources to increase provision where a need is highlighted.</p> <p>As part of our return to school recovery plan physical activity must be a priority. Class teachers are to ensure movement breaks are a feature of every day.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Ongoing – PE lead to continue mapping from Sept 2021.</p> <p>Money has been spent on new play equipment for the playground.</p> <p>Online resource have been made available to staff to support movement breaks throughout the day.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>		<p>Playground lines are booked to be repainted.</p>
		<p>Percentage of total allocation: %</p>
		<p>Percentage of total allocation:</p>

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>To work towards maintaining Silver School Games Mark Award</p> <p>Establish a Personal Challenge culture at lunchtimes and use assemblies and sports notice board to encourage participation and recognise achievement and participation</p> <p>Continue with a programme of sensory circuits.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PPES and PE coordinator to examine criteria for School Games Mark and set up simple data collection tools and identify areas where criteria is currently not met.</p> <p>Sports achievements to be announced during assemblies (class assemblies).</p> <p>Personal challenge cards to be displayed for children to participate in.</p> <p>Personal achievements in physical activities to be recorded on PE display board.</p> <p>Teachers to identify potential students who would benefit from sensory circuits.</p> <p>Timetable staff to deliver/monitor impact of programme on children in classroom.</p> <p>Purchase equipment to support the acquisition of new skills and learning of new games.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sensory circuits has continued with identified children of need.</p> <p>New equipment was purchased to support the further acquisition of new skills. And repairs were made where necessary to existing equipment.</p> <p>Sporting achievements recognised in our ARK assemblies and also displayed on our PE notice board.</p> <p>Personal challenge was recognised during skipping week.</p>	<p>7%</p> <p>Sustainability and suggested next steps:</p> <p>Make more of the personal challenge cards and for the play leaders to have more of a role implementing and monitoring progress.</p>
	<p>Funding allocated:</p> <p>£1607.05</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:		
69 %		
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>Employment of a Sports Partnership Primary PE Specialist to support staff.</p> <p>All teachers to use detailed planning created with SCSSP teacher.</p> <p>Release time for PE coordinator to monitor teaching and learning using the new scheme</p> <p>Continue to use sports coaches to model good practice</p> <p>Peer observation of teachers - can we get to outstanding?</p> <p>Beginning in Sept 2021 Assessment for PE to be linked to the schools Cornerstones assessment package to streamline assessment.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Audit staff training needs & allocate support as necessary &/or signpost to relevant SSP training courses.</p> <p>Timetable support</p> <p>Release time for PE Coordinator to work with PPES and to attend networking meetings</p> <p>Support given by PPES in monitoring content and delivery of PE lessons</p> <p>Coaches allocated to teachers where support / guidance is most needed</p> <p>Volunteers allocated to teachers to support the teaching of swimming DBS checks.</p> <p>Resus Training renewal</p> <p>Pool carers courses x4</p> <p>Pool maintenance to ensure pool is fit for purpose (maintenance and chemicals)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All current staff audited</p> <p>SCSSP staff were key in preparing and planning a cyclical curriculum map for PE, meeting the needs of our school.</p> <p>Networking meetings were very helpful particularly for providing up-to-date training from AFPE.</p> <p>Specifically trained staff were instrumental in delivering lessons in sports that enabled the children to become more proficient and confident. Namely: Athletics, Football and Cricket.</p> <p>We invested in swimming pool resources to enable across the school and wider community for the future. Children had not used the pool for two years due to covid. This had an impact on children going swimming / having lessons and has meant we have</p>
	<p>Funding allocated:</p> <p>£6790</p> <p>£700</p> <p>£2150</p> <p>£40</p> <p>£1040</p> <p>£6000</p>	<p>Sustainability and suggested next steps:</p> <p>New staff who will be joining the school next year will need swimming teaching training in the spring.</p> <p>We will need to encourage more volunteers to compete their resus training and DBS to support swimming next year.</p>

				been inclusive to all groups of children.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					
					Percentage of total allocation: 8 %
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>To establish programme of additional activities and timetable into school calendar.</p> <p>To timetable other 'week' events to expose children to a broader range of sports.</p> <p>Invite local hockey club to come and do a taster day.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Survey pupils to find out what activities/clubs they would like to take part in. Could school council do this? Provide a variety of extra-curricular PE clubs.</p> <p>Head teacher / PE Coordinator / PPES to review additional activities available through SCSSP and allocate appropriate funding from Sports Premium including purchase of specialist equipment or activities.</p> <p>Use Sports noticeboard to signpost children to clubs / competitions and activities available throughout the year in the local community.</p>	<p>Funding allocated:</p> <p>£2000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>There were restrictions to this being completely fulfilled, we were unable to invite a hockey club as planned. However children competing in the Mini Olympics were able to experience new activities and sports which inspired them.</p> <p>The children participated in many more internal lunchtime clubs this year, including: Dance, Girls' football and Netball.</p>	<p>Sustainability and suggested next steps:</p>	

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		
6%		
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>To establish a realistic competition programme and prepare teams for these events</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Admin to support organisation of teams for competitions.</p> <p>Headteacher / PE coordinator to identify key competitions for the year.</p> <p>The curriculum map should support preparation for the chosen events. PE coordinator to monitor that the activities on the PE programme are delivered time appropriately.</p> <p>Any outside providers to follow the PE programme during curriculum time</p> <p>Parents / coaches / local clubs invited to support preparation of school teams</p> <p>Use Sports premium funding to help with transport costs to competitions and festivals</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>We were able to attend many competitions this year. Our curriculum map was planned to support the preparations for these events.</p> <p>The netball teams were very successful as was the dance group.</p> <p>Children attended many events organised by the SSP.</p> <p>Parents came into school to support preparation for external events as well as supporting the teaching of swimming.</p>
<p>Buy into SSP core offer to access variety of competitions</p>	<p>Funding allocated:</p> <p>£950</p> <p>£600</p>	<p>We need to carefully allocate money for transport as we have been struggling to rely on parental support when getting children to these events.</p>

Signed off by	
Head Teacher:	
Date:	1/9/22
Subject Leader:	

Date:	1/9/2022
Governor:	M. G. Kanna
Date:	20 th October 2022