

PE and Sport Premium Impact Report

2020-2021



Key achievements to date: September 2020	Areas for further improvement and baseline evidence of need: September 2020
<ul style="list-style-type: none"> • Yoga bugs for KS1 • Lunchtime clubs: physiotherapy, golf, bikes and football • Weekly Dance lessons • Weekly swimming sessions for years 1-6 (prior to COVID-19) • In school competitions: Gymnastics • Trophies purchased for in house competitions • Bronze Games Mark achieved. • Virtual sports day during Lockdown for all pupils • In school festivals: gymnastics and dance • Deaf events attended: cross country & Deaf dancer project • Signpost sports events for the deaf to parents • Annual monitoring, repair and replacement of all sports equipment through Mercury Sports • Extended Trim trail • Creation of progression documents 	<ul style="list-style-type: none"> • Liaise with School Games organizer re: virtual competitions • Extend external events pupils take part in - link to school games mark, link to co-operative events • Monitoring of MTPs and progress Data • Yoga Mats • Purchase orienteering resources and set up competition • Yoga Bugs for additional year groups for Bounce Back/emotional wellbeing • Lunchtime supervisors play training - AJ leading • Balancability - set timetable and cont to work with staff to ensure skills confidence. • Lunchtime clubs - can any further be added - what would the children like to see? • Climbing wall hire • Ensure staff are using PE and Dance progression documents • Make links between pupils new 'house' system and PE events - sports day • Barriers for play time • Every class participating in the Daily Mile • Investigate daily mile track for outside

Meeting national curriculum requirements for swimming and water safety: Swimming did not take place due to COVID-19)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

*Schools may wish to provide this information in April, just before the publication deadline.

Details with regard to funding
Please complete the table below.

Total amount carried over from 2019/20	£877.74
Total amount allocated for 2020/21	£17400.74
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8739.48
Total amount allocated for 2021/22	£16470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25209.48

Academic Year: 2020 -21		Total fund allocated: £17400.74	Date Updated: July 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Actual Expenditure: £5140.11	Evidence and impact:	
<ul style="list-style-type: none"> All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing as well as linking activity to an increase in heart rate. All children will be engaged in a wide range of physical activity both within and outside of PE lessons. All pupils will take part in 30 minutes of activity in addition to their PE sessions every day. All children will have the opportunity to partake in sporting and physical activities alongside children from other schools, widening the curriculum experience. Pupils gross and fine motor skills will be improved as well as core skills for safe physical activity on the playground. 	<ul style="list-style-type: none"> a) Daily Mile thermoplastic trail line b) All classes participating in the Daily Mile. c) Purchase additional resources for playtime d) Golf Instructor for lunch times e) Occupational Therapy resources. f) Purchased heart rate monitors to allow active investigations in other lessons. g) Widening of the path for the Trim Trail to allow access to physical equipment year-round. h) Maintenance materials purchased for storage shed. 	<ul style="list-style-type: none"> £3125 awaiting confirmation and installation £252.17 £240 £195.89 £96.57 £1200.50 £29.98 	<p>a&b) Awaiting installation – expected evidence: pupils more active both at playtimes and during other parts of the school day as children aim for an additional 30 minutes of physical activity.</p> <p>c) Pupils have a wider range of equipment to use and are active in different ways.</p> <p>d) Children are able to participate in golf lessons at lunch time, increasing their activity levels and exposure to a different sport.</p> <p>e) Occupational Therapy clubs can take place with the necessary equipment to offer support for pupils across a range of needs, enabling them to safely participate in activities on the playground due to developing crucial skills.</p> <p>f) Use of equipment to encourage and facilitate active investigations in other lessons (maths and science), meaning children are more active. Pupils have a greater understanding of their fitness levels and how to efficiently increase their heart rate.</p> <p>g) Children are using the trim trail more due to being able to access it in all weather, increasing their activity levels.</p> <p>h) Storage sheds have been maintained so that children are able to access the equipment at play times and lunch times easily.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> Equipment purchased can be used with all pupils and maintained for future years, increasing their activity levels. staff present for the golf lessons receive CPD whilst observing and can apply their skills in PE lessons. Staff provide key support to those with physical needs, helping them develop their fine and gross motor skills through physical activity and the equipment can be used for years to come. <p>Next Steps:</p> <ul style="list-style-type: none"> Complete purchase of thermoplastic daily mile track. Securely implement the daily mile into all class timetables (at least 3x per week)

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				<1%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Actual Expenditure: £163.01	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The extra-curricular activities for all groups of children in school to be widened. Pupils competing in a range of sports competitions. Pupils will be more active throughout the school day More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing. 	<p>a) Purchase additional trophies as pupils work in teams to achieve. (Dance, Orienteering and sports day).</p> <p>b) Link performance-based sports events with the arts events - dance festival.</p> <p>c) In house Orienteering competition</p> <p>d) In house virtual gymnastics competition</p> <p>e) Paralympics themed sports day delivered by Aspire.</p> <p>f) Golf lunch time clubs</p>	<p>£12.90</p> <p>£0</p> <p>£150.11</p> <p>£0</p> <p>£0</p> <p>See Key Indicator 1</p>	<p>a &b) Pupils working together to achieve the trophy. Raises the profile of events like orienteering competitions and dance festivals. Children are motivated to compete in competitions for the next academic year.</p> <p>c) Children participated in a formal orienteering competition and used high level equipment increasing their drive to succeed.</p> <p>d) Pupils worked together to achieve the trophy and create a high-level performance. Watched via Teams, raising the profile of events.</p> <p>e) Pupils experienced Paralympic activities; sports they would not have experienced before. Pupil voice – all classes reported that they enjoyed the themed sports day and would like to be involved in the activities again.</p> <p>f) Children are eager to participate in golf lessons at lunch time, increasing their activity levels and exposure to a different sport.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> Trophies for all competitions can be used to motivate pupils for years to come. Wide a variety of lunchtime clubs are available including weekly golf. <p>Next Steps:</p> <ul style="list-style-type: none"> Implement additional lunch time clubs (providing they are COVID-19 safe) Investigate additional Paralympic sports that can be offered to pupils. Implement a 'Sports Leader' scheme (KS2 pupils offer clubs/activities to KS1, football etc). Invite deaf athletes to school to offer workshops.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Actual Expenditure: £195	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils. Staff will confidently teach systematic lessons across a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines. Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability. Staff will deliver practices in accordance with school values, policies and expectations. The quality of teaching and learning will improve. 	<p>a) Provide teachers / TAs with support / team teaching opportunities with more experienced staff to improve their understanding of best practice for when teaching deaf children.</p> <p>b) Support staff to utilize the Progression PE and Dance Progression documents in their weekly lessons.</p> <p>c) Staff involved in Yoga bugs sessions, providing CPD in Yoga.</p> <p>d) Training for Lunch time supervisors from Positive Play</p>	<p>£0</p> <p>£0</p> <p>See Key Indicator 3</p> <p>£195</p>	<p>a) Staff are more confident to ask for support in delivering systematic lessons with high expectations meaning high quality lessons are delivered across a range of sports and activities.</p> <p>b) Staff's planning shows development and an increase in confidence as they follow the progression grids. Assessment data shows pupil progression.</p> <p>c) Staff have conducted their own yoga sessions when appropriate within the timetable.</p> <p>d) Waiting for training to be delivered due to COVID-19 and the closure of bubbles within school. Expected evidence:</p>	<p>Sustainability</p> <ul style="list-style-type: none"> Progression grids can be tweaked and adapted to be utilized for the future. Using the progression documents to develop staff's knowledge for the future. Staff obtain knowledge through participating within yoga sessions and can apply this knowledge to conduct their own yoga sessions and support pupils accordingly. <p>Next Steps:</p> <ul style="list-style-type: none"> Ensure the progression grids are used by all staff to inform planning. More frequent monitoring of planning. PE lead to create PE and dance curriculum to support teachers in planning systematic high quality PE and dance lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Actual Expenditure:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will actively participate in sports and active sessions outside of PE lessons including being active for 30mins during the natural course of the day All pupils will have the opportunity to learn a new sport e.g. yoga, Paralympic sports, orienteering, athletics. Increased inclusion opportunities for our deaf pupils through networks, partnerships and extended school opportunities. Increased opportunities for children to be involved in competitive sports events. 	<ul style="list-style-type: none"> a) Golf lunch time club. b) Paralympic Sports day – Aspire c) Foundation and Year 1 to take part in Balanceability activities. d) KS1 Yoga Bugs (6 weeks) taught by external provision. e) Yoga Bugs Y3/4 1 weeks & Y5/6 1 week as part of Bounce Back curriculum & well-being f) Purchasing of orienteering equipment to broaden experience of sports. g) Purchasing of athletics equipment to allow the teaching of a wider range of athletic sports (shot putt, discus, tape measures, stopwatches) h) Virtual cross country competition with School Games Mark. i) Occupational Therapist in school j) Quick release seats purchased for bikes. k) Inner tubes purchased for bikes 	<p>£2200.88</p> <ul style="list-style-type: none"> See Key indicator 1 £0 £0 £360 £120 See Key Indicator 2 £162.02 £0 £1460 £29.86 £69 	<p>a) Increased participation in lunchtime clubs. Pupil voice - pupil feedback about what activities they have enjoyed.</p> <p>b-h) Pupils engaged in new activities that they would not have access to or experienced outside of school. Pupils finding new activities that they enjoy and experiencing new challenges. Pupil Voice -feeding back about what they have achieved and would like to do again .</p> <p>c) All pupils developed their skills on a balance bikes in preparation for riding a push bike. Pupils increased their understanding of cycling safely</p> <p>i) Children with physical needs are able to experience a wider range of activities to support their fine and gross motor skills.</p> <p>j & k) Awaiting installation. Expected evidence: Children will be able to access the bikes more frequently and more easily, meaning increased use of the bikes and broader range of activities available throughout the school day.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> Staff working alongside professionals means that staff skills and confidence to teach and support on a range of sports will be developed. Establishing links with partners for events means that events will continue to take place for all pupils in the future. OT therapist in school delivers CPD to staff present for sessions. OT therapist in school creates a program for children, which can be used for future years. Bike seats can be added to any bikes purchased in the future. <p>Next Steps:</p> <ul style="list-style-type: none"> Reintroduce Bikeability (Providing it is COVID-19 safe). Reintroduce whole school swimming when it is safe to do so. Introduce ‘leaders’ to provide children with refereeing and leadership roles.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Actual Expenditure:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will have been involved in at least four competitions/festivals (internal and external) to apply their skills. All children will show evidence of improved BLP behaviours such as resilience, planning and collaboration. All pupils will show development of skills linked to competition eg sportsmanship, winning, losing, involving everyone, working as a team Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities. 	<p>a) Dance festival – win trophy and medals</p> <p>b) Gymnastics festival - win trophy and medals</p> <p>c) Orienteering competition – win trophy and medals</p> <p>d) Paralympic themed sports day – compete to score the most number of points.</p> <p>e) Purchase trophies for in-school competitions (orienteering and dance festival)</p> <p>f) Continue working with School Games Organizer to achieve Bronze games mark virtually (Cross Country)</p> <p>g) Purchasing of additional equipment (stopwatches and measuring tapes)</p>	<p>see above</p> <p>£0</p> <p>See above</p> <p>£0</p> <p>See above</p> <p>£0</p> <p>£84.52</p>	<p>a-d) All pupils taking part in competitive events within school, in a range of disciplines as they compete for a trophy and medals with their team. Pupils have developed sportsmanship and team working skills.</p> <p>e) Pupil's competitive nature is encouraged as they strive to win the trophy and medals.</p> <p>f) Pupils competing both internal and external competitions to achieve the Bronze Mark, as well as competing against other schools with both Deaf and hearing children.</p> <p>g) By measuring their efforts across sports, it encouraged pupils to achieve their personal targets and improve their skills.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> In school competitions set up and well resourced, so they can continue each year. Good relationships have been established with School Games co-ordinators which enable competitions to continue to take place in the future. Trophies can be used in future competitions for years to come. <p>Next Steps:</p> <ul style="list-style-type: none"> Re-establish presence at external competitions (providing it is COVID-19 safe) to achieve Silver School Games Mark. Participate in Pathway to Podium events.