

Evidencing the Impact of Primary PE and Sports Premium Funding – 2021/2022

Schools receive funding to make additional and sustainable improvements to the quality of Physical Education, Physical Activity and Sport they offer. The Primary PE and Sport Premium is utilised to develop or add to current activities already on offer. Whilst building capacity and capability within the school to ensure that improvements made now, will benefit pupils joining the school in future years. It is for the school and headteacher to decide how the funding is spent, since they are best placed to decide how best to use the funding to meet their pupil's needs [source DfE website].

There are 5 key indicators that schools should expect to see improvement across:

- 1) The engagement of all pupils in regular physical activity
- 2) The profile of PE and sport is 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.

Review and Reflection – 2020/21

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ❖ Specialist PE teacher working across the school providing a wide range of high-quality PE opportunities, with an increased focus on gross motor skill development, working alongside all staff / year groups. ❖ Development of P.E storage efficiency. ❖ Increase in outdoor adventurous activities across the school. ❖ Working towards a School Games Mark for excellence in P.E. ❖ Implementing training and opportunities for children to become Sports Leaders. ❖ An increase in opportunities and participation in school teams and competitive sport. ❖ Increasing confidence, knowledge and skills of staff in teaching PE. ❖ Improved pupil confidence, self-esteem and well-being. ❖ Provision of physical and emotional health home learning guidance packs. 	<ul style="list-style-type: none"> ▪ Continue to develop interventions for targeted groups of children. ▪ Maintenance of high levels of progress and attainment. ▪ Continue to provide quality CPD opportunities for all staff. ▪ Continue to improve outdoor provision and facilities to promote physical activity throughout the school day. ▪ Improve and replace sports equipment where applicable. ▪ Introduce more events, schemes and provisions to allow all children to become physically active throughout the day. ▪ Development of Sports Ambassadors program, to include Play Leaders in Years 1-4.

Due to the exceptional circumstances of the Covid-19 pandemic, aspects of practice and priorities have been adapted to meet the needs of the children and their families, including the provision of home learning, emotional and mental health guidance, financial and family support.

2021/2022 Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated: £18,448		Date Updated: 31 st July 2021	
Key indicator 1: The engagement of all pupils in regular physical activity					
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To increase the number of children biking and scooting into school.	To introduce, promote and organise Bike It provision. Meet with provider and discuss next steps. Schedule term by term events.	Contribution towards teacher salary.	✓ Online baseline and end of term comparison taken by classroom teachers to identify impact.	➤ If successful, look to increase the number of events and look into improvement of facilities.	
Further extend the development of the Sports Ambassadors Program.	Train a number of children in Years 1-4 in the organising and running of multi-skills activities to be delivered at play times. Organise with SGO.	Contribution towards teacher salary.	✓ Increased number of physically active children at playtimes. ✓ Continued improvement of children's confidence, self-esteem and well-being.	➤ Train more Sports Ambassadors, to help develop intra-sporting opportunities.	
Use of data to ensure all pupils are as active as possible.	Continue the development of tracking information for extra-curricular data in order to more accurately promote sport/exercise to targeted groups.	Contribution towards teacher salary.	✓ Increased levels of engagement in sporting provisions available, from all children during school day.	➤ The document will be edited to include more comprehensive data.	
Adaption of current curriculum and sporting provisions to continue to raise the profile of school sport within safe parameters.	Further co-ordination with SLT, SGO, other Sporting Leads to help with ideas for adaption within the current school sports climate.	Contribution towards teacher salary.	✓ Children have continued access to high quality P.E opportunities, teaching and learning.	➤ Continue creating the best possible sporting opportunities.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promotion of school sport/physical activity across a broader range of communication channels.	PE teacher to look into promoting children's participation and success within and outside of school. Organise termly or half termly assemblies.	Contribution towards teacher salary.	<ul style="list-style-type: none"> ✓ Promotion of sport in a positive manner across the whole school. ✓ An increase in school club links. ✓ An increase in club uptake once current exceptional circumstances are over. 	<ul style="list-style-type: none"> ➤ Look at potential of SG Dashboard/school website/Microsoft Teams.
Development of an information board in the hall, and promotional materials of active opportunities within classrooms.	Back and display information on hall board. Each half term produce and display Intra-Year sporting activities.	Contribution towards teacher salary.	<ul style="list-style-type: none"> ✓ Increase in the number of children active during intra-Year activities and also a positive impact in numbers of children attending external clubs/opportunities. 	<ul style="list-style-type: none"> ➤ Look at potential of adding to the number of PE specific boards for promotion. Which would lead to the profile of PESSPA being raised across the whole school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continued CPD for PE Teacher: Learn to Move Course	External training provided, (Learn to Move course), to improve practice and knowledge of the PE teacher, when delivering targeted interventions.	Course costs if applicable.	✓ Consistent delivery of high-quality PE provision throughout the school day.	➤ Continued use of CPD, to maintain and improve staff skills.
During the current circumstances, the PE teacher will assist in the planning of P.E sessions with classroom teachers.	Organise staff meetings and support (via Microsoft Teams) to plan partnering sessions.	Contribution towards teacher salary.	✓ Classroom teachers delivering high quality PE lessons.	➤ PE teacher to lead future teacher training.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continued development of the range of sports and sporting opportunities both within and outside of the curriculum.	Development of cross-country course, course map and school records. Development of Ultimate Frisbee/Frisbee Golf taster sessions within curriculum time. Year 4 Table Tennis club introduced in Spring term.	Purchase of appropriate equipment.	<ul style="list-style-type: none"> ✓ Increased engagement and progress. ✓ Increased number of children taking up the sport externally, either at a club or at home. 	<ul style="list-style-type: none"> ➤ Continue to develop sport rotations to ensure a broad range. ➤ Continue to invest in new equipment.

Introduction of Motor-Skills Interventions.	Co-ordinate with Inclusion Leader/SLT to identify and deliver highly targeted, quality Motor skills interventions.	Contribution towards teacher's salary.	✓ Increase in baseline motor strength, co-ordination and skill.	➤ Continuation / development of interventions to aid post lockdown catch up.
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Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce Intra-Year sporting opportunities.	Co-ordinate with Year groups and Sports Leaders to promote and organise lunch time competitive sporting activities.	Contribution towards teacher salary.	✓ Maximising participation in competitive opportunities, within current health and safety guidelines.	➤ Further co-ordination with SGO, other Sport Leads and NGB's to create and adapt competitive pathways.
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*The 3 national curriculum requirements for swimming and water safety will be provided and assessed by the child's middle school.