



## Primary PE Sport Premium

### Plan 2020-21

#### What is the PE and sport premium?

The PE and sport premium is a government funding stream from the Department of Education Health and Culture, Media and Sport, designed to help primary schools improve the quality of PE and sport activities they offer. The funding is ring-fenced and should not be used to cover core functions, such as teachers' planning and preparation time, or to teach the minimum requirements of the National Curriculum.

#### Using the PE and Sport Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. Improvements now should benefit pupils joining our school in future years. The intended outcome of the funding is for it to benefit all pupils and encourage the development of healthy, active lifestyles.

The DfE have created 5 key indicators that schools should expect to see improvement across:

- Levels of engagement of all pupils in regular physical activity.
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Details of how PE and Sport Premium funding is spent must include;

- The amount of premium received
- A full breakdown of how it has been spent (or will be spent)
- The impact the school has seen on pupils' PE and Sport participation and attainment
- How the improvements will be sustainable in the future?

Academic Year: 2020-21	Total fund allocated: £18,170	Date Updated: July 2021		Amount: £11431.90
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Regular opportunities for children to participate in at least 30 mins of physical activity throughout the day.</p> <p>Pupils more physically active at playtimes and lunchtimes and at other times of the day including a higher proportion of less active pupils.</p> <p>Through skipping, pupils' skills of balance, timing and footwork are developed. Children's stamina when skipping increases.</p> <p>Teachers/parents understand the benefit of active movement on pupils' attainment and health and well-being with time being utilized more carefully in the school day to allow this.</p>	<ul style="list-style-type: none"> <li>Weekly skipping sessions during playtime for KS1</li> <li>CN to update staff on skipping procedures during staff meeting</li> <li>PE continuous provision opportunities for children to self-access.</li> <li>'Active movement' opportunities integrated into every day teaching.</li> <li>Develop plan for playground areas – theme days, zoning etc.</li> <li>Audit playground equipment and order additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>Skipping ropes £640</li> <li>£1883.87</li> <li>£104.36 now carried over 21-22</li> <li>Part of SSSN package - £5796</li> <li>£492.31</li> <li>£2578.47 now carried over to 21-22</li> </ul>	<ul style="list-style-type: none"> <li>Children should all improve their 'Personal Best' on a weekly basis</li> <li>Playtime skipping sessions</li> <li>Photographs</li> <li>Improved activity within classroom environments, resulting in increased engagement.</li> <li>Improved activity within the classroom</li> <li>Improved activity during outside break times.</li> <li>Adults more involved in supporting chn's</li> </ul>	<p>Skipping ropes purchased for Y1 and Reception. Skipping workshops held 8/9<sup>th</sup> June and 5<sup>th</sup> July. Children in Y1 and Reception developing stamina and fluidity when skipping. Continue focus in 21-22 as engagement/movement are both high.</p> <p>Bikes, scooters, bike racks and helmets ordered – arrived end of Summer term.</p> <p>Active registers and active questions taking place in all classrooms.</p> <p>Lunchtime activity rota developed and zoned. Further resources purchased (with school</p>

	<ul style="list-style-type: none"> <li>• Training for Lunchtime Leaders.</li> <li>• Life's Little Bugs workshops for each year group, 2 sessions per year group.</li> <li>• Home challenges from Real PE/Jasmine to be shared with the children weekly during PE lessons (verbally)</li> </ul>	<ul style="list-style-type: none"> <li>• Part of SSSN package (as above)</li> <li>• Part of SSSN package (as above)</li> </ul>	<p>engagement.</p> <ul style="list-style-type: none"> <li>• Improved packed lunches (children's diet)</li> <li>• Improved oral hygiene</li> </ul>	<p>council guidance).  Training given to lunchtime leaders around zoning and engagement with resources. Skipping CPD delivered by external trainer.  Furtehr resources/training to be sourced for 21-22</p> <p>Life little bugs workshop was planned but had to be canceled because of two lockdowns (Nov and Jan)</p> <p>Parents were all given access to the online platform of Jasmine. During lockdown (Jan)- Year 1 teachers recorded activities.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Amount:	£ N/A (Part of SSSN)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Everyone understands the importance of being physically active in school and seeks out opportunities to be active. Children apply this to everyday life at home and encourage their families to adopt these healthier approaches.</p> <p>Healthier, more active lifestyles adopted by pupils lead to higher attainment in KS1 SATs.</p> <p>The community is aware of all of the P.E / sporting opportunities that the children have taken part of and future opportunities.</p> <p>To allow children to continue to access the fine and gross motor activities which develop their strength, coordination and fitness.</p>	<ul style="list-style-type: none"> <li>• Continue use of Jasmine.</li> <li>• Staff to be involved with teaching PE.</li> <li>• Termly newsletter.</li> <li>• Learning Walks to monitor PE provision throughout the school.</li> <li>• Learning Walks to monitor continuous provision throughout the school.</li> <li>• Increase use of Twitter, Dojo and Tapestry to promote parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Part of SSSN package</li> </ul>	<ul style="list-style-type: none"> <li>• REAL PE followed using the Jasmine online resources.</li> <li>• PE lessons being delivered to at least a good standard.</li> <li>• More PD activities on offer for children through continuous provision.</li> <li>• Improved PD skills (gross and fine motor).</li> <li>• Increased parental engagement via children's online portfolios.</li> </ul>	<p>Teachers all now teach PE lessons following Jasmine. REAL PE training was provided for staff in September 2020. Jasmine use should continue in 21-22 as staff familiar with programme and it ensures PE lessons are planned effectively.</p> <p>PE activities and weekend challenges have been used to support active movement at home during lockdowns. Some families uploaded photos showing activities engaged with.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Amount:	£ N/A (Part of SSSN)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Children display increased engagement and levels of activity in PE, continuous provision and playtime sessions.</p> <p>PE/PD taught with improved subject knowledge and confidence to enable more children to be working at ARE</p> <p>Active movement is part of everyday teaching which improves on chn's fitness levels and attainment across the curriculum.</p>	<ul style="list-style-type: none"> <li>Active movement- All teaching staff to receive training and have regular updates.</li> <li>Children complete activities and challenges that focus on improving their physical development.</li> <li>New PE Lead appointed and trained in REAL PE.</li> <li>Ongoing support for PE Lead from SSSN contact and school.</li> <li>PE lessons taught by staff trained in REAL PE who have a good understanding of physical development.</li> </ul>	<ul style="list-style-type: none"> <li>Part of SSSN package</li> <li>Part of SSSN package</li> </ul>	<ul style="list-style-type: none"> <li>More children participating confidently in physical activity.</li> <li>Teaching of PE is at least 'Good'.</li> <li>Staff are confident in their delivery of PE and physical activity.</li> </ul>	<p>Active movement training took place and the Active movement lead has monitored activity levels (active registers/active questioning) in all classes during the year. Children's activity levels within the classroom have increased from the beginning of the year.</p> <p>All staff have been trained in REAL PE. PE lead has undergone different training courses to develop knowledge.</p> <p>PE Lead paused leading PE from March and the Deputy Principal temporarily took the lead for the rest of the academic year.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Amount:	£6588.10 (and £10,000 19-20)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Children have the space and are more physically active at playtimes, including practicing their skipping and dancing skills.</p> <p>To continue to offer a wider range of activities within and outside the curriculum in order to get more pupils involved and encourage high levels of activity</p>	<ul style="list-style-type: none"> <li>• Provide sport taster sessions for children – promoting Summer run sport activities from local providers.</li> <li>• Skipping workshops for all classes (Dan the Skipping Man)</li> <li>• Lunchtime activities to be developed to incorporate music and dance.</li> <li>• External training provided (SSSN opportunities).</li> <li>• New back playground</li> <li>• New Middle playground</li> </ul>	<ul style="list-style-type: none"> <li>• £675</li> <li>• £200 (sound system)</li> <li>• £1015 – back playground</li> <li>• £10,000 (carry over from 19-20 – to be carried)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in children involved in physical activity.</li> <li>• More children involved in rigorous exercise at lunchtimes.</li> <li>• A greater variety of activities on offer to the children.</li> </ul>	<p>Coaches running PE sessions (Yoga, dance, cricket, didi rugby, multi sports, Athletics) across all year groups and 2 festival days (skipping and cricket) during Summer 2.</p> <p>Sound system purchased. Dance subsequently incorporated into lunchtime rota – children have engaged well and more children are actively engaged in rigorous exercise than previously.</p> <p>New playground installed in Spring 1 in the back playground. Children now engage in a variety of different physical activities – including climbing and balancing. The middle playground upgrade is due to take place</p>	

	<ul style="list-style-type: none"> <li>• Introduce a range of different physical activities into breakfast club according to need of those attending.</li> </ul>	<ul style="list-style-type: none"> <li>• over again to 21-22)</li> <li>• £4,666 (to be carried over 21-22)</li> <li>• £32.10</li> </ul>		<p>in November 21 (postponed from Summer holiday install due to wood shortages).</p> <p>Breakfast club ran in Autumn Term but not in Spring/Summer due to lockdown and lack of need within the community at this time. This was run by coaches, who included PE games/dance into each session daily.</p>
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Key indicator 5: Increased participation in competitive sport				Amount:	£150
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To develop competitive sport within the school curriculum and externally, enabling children to have positive and celebratory experiences of participation and team work.	<ul style="list-style-type: none"> <li>Continue to attend SSSN competitive events (virtually, as applicable).</li> <li>Continue to promote competitive events in school between Hero teams.</li> <li>Affiliated to AFPE (Association for Physical Education).</li> <li>Achievements posted on the school website / Newsletter / Twitter / ClassDojo / Tapestry / local press.</li> <li>Devoted sports displays</li> <li>All sports celebrated in (virtual) awards assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Part of SSSN package</li> <li>£150 (certificates and rewards) to be carried over 21-22</li> <li>Part of SSSN</li> </ul>	<ul style="list-style-type: none"> <li>Data shows increased participation rate in competitive sport.</li> </ul>	<p>Key stage 1 have taken part virtual competitions. Teachers have reported that the children have enjoyed taking part. Gold awarded in Y2 for 1 competition.</p> <p>Competitive events between hero houses did not take place due to Covid bubbles and lack of mixing.</p> <p>When children have taken part in events- it has been celebrated within class and children had certificates to show their achievements.</p>	