



# Sports Premium Report

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**Signed off by:**

Headteacher:	Hannah Freeman	21.5.21
Subject Leader:	Emma Sanford	21.5.21
Governor:	Wendy Wolfcarius	21.5.21

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Scheme of work is followed on the whole school curriculum map. CPD organised for staff.</li> <li>● Fundamental movement skill documents shared with staff within lesson planning.</li> <li>● Resources organised and labelled to ensure safe and easy access for staff.</li> <li>● Monitoring of PE in floor books and evidence is good. Lots of cross-curricular physical learning is happening.</li> </ul>	<p>Monitor PE lessons to ensure that they are inclusive and all children are making progress.</p> <ul style="list-style-type: none"> <li>● A new scheme of work has been researched</li> <li>● Staff following progression and whole school curriculum document</li> <li>● Inclusion PE resources have been shared with staff</li> <li>● STEPP model is used by staff in lessons for differentiation</li> </ul> <p>Provide CPD to provide high quality lessons for children and build confidence for staff.</p> <ul style="list-style-type: none"> <li>● Staff have the confidence to teach inspiring and engaging lessons</li> <li>● Staff are confident when planning lessons for progress</li> <li>● Children should make clear progress and develop fundamental skills</li> <li>● NQTs to feel supported in planning and teaching lessons involving FMS.</li> </ul>

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No Due to covid restrictions

Academic Year: 2020/21	Total fund allocated: £19,963	Date Updated: 12th May 2021	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			
Intent	Implementation	Impact	
<p>For children to have access to a range of PE equipment in lessons and at lunchtime.</p>	<p>By providing new resources, staff are able to teach inclusive lessons with appropriate resources. Purchase of equipment for PE lessons, lunchtimes. Lessons are inclusive for all. Staff use plans which develop skills and all children make progress.</p>	<p>£1000</p> <p>Teachers are able to plan effective differentiated lessons and provide children with appropriate resources for all. Through pupil voice children have commented on how their teacher makes activities easier or more challenging through the activity they are doing or the equipment they use.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor equipment and update when necessary.</li> <li>• Wider range of sport specific activities at lunchtime for all children</li> </ul>
<p>To help increase concentration and well being by introducing regular opportunities to be physically active before lessons begin.</p>	<p>All children in school accessing 5 a day resources through daily aerobics sessions.</p>	<p>£288</p> <p>Children get regular concentration breaks and physical activity whilst in the classroom. Children have commented on how it helps them focus and allows them to learn new exercises.</p>	<ul style="list-style-type: none"> <li>• Impact on behaviour and achievement in all curriculum areas through increased wellbeing</li> </ul>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
For the PE lead to monitor the effectiveness of PE teaching and learning across the school.	To develop the PE curriculum, observe lessons and provide CPD to staff. <ul style="list-style-type: none"> <li>Continued monitoring of standards in PE leading to clearly targeted actions.</li> <li>Planning of whole school events that raise the profile of the subject.</li> </ul>	£1000	Through observations, CPD has been given to staff through videos and displays in the school. Monitoring has taken place in lessons and there is evidence of pupils being engaged, making progress and the children being able to link the skills they have learnt to other lessons. Children have commented on how they like PE, it is fun, they enjoy the games that they play and how they can work with other people and get exercise.	<ul style="list-style-type: none"> <li>Upskilling of staff</li> <li>Increased provision for all children</li> <li>Improved teaching and learning</li> <li>Increased provision for all children</li> <li>Continuous celebration of sporting achievements</li> </ul>
Children with additional sensory and gross motor skills needs to have access to physical activity that improves concentration and gross motor skills	<ul style="list-style-type: none"> <li>Daily Sensory Circuit sessions run for children with sensory needs as identified by occupational health</li> <li>Daily sessions for children with gross motor control needs</li> </ul>	£2142	Direct impact on children's performance across the curriculum by children being more settled when returning to class.	Impact on behaviour and achievement in all curriculum areas for children with high levels of need linked to motor skills and sensory needs

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation		Impact
Sports and challenge education - Pupils to receive differentiated, motivating, engaging and progressive lessons.	CPD organised by PE Lead and provided to staff around lessons progression and differentiation.	£300	Most children make progress in lessons. Monitoring was completed and CPD was organised around differentiation after observing lessons. After observing again and through staff questionnaires, staff feel more confident in using STEP and planning more ways of differentiating lessons for children. The STEP model is used by staff.
To upskill staff in particular to maintain high level of specialist knowledge of PE lead.	AfPe School Membership Membership is used by staff and management for updates and information used for planning.	£107	Enhanced Specialist Subject knowledge and access to updates and forum feedback.

- All children continue to make progress
- Upskilling of staff
- Improved quality of teaching and learning

- Upskilling of staff

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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Intent	Implementation		Impact	
<p>Tennis coaching- Children to develop a new skill e.g. tennis</p> <p>High quality coaching for children in Year 2.</p>	<ul style="list-style-type: none"> <li>● CPD for school staff working alongside tennis coach – enhanced subject knowledge and skills</li> </ul>	£420	<p>Children engaged in a new sport and encouraged to make use of quality-assured local clubs.</p> <p>Children take part in a variety of extra curricular activities including, tennis, swimming, gymnastics and football.</p>	<ul style="list-style-type: none"> <li>● Improved quality of PE teaching and learning over the long-term</li> <li>● Link with local club Long term impact.</li> </ul>
<p>Forest school - Children develop physical agility, independence, problem solving skills, orienteering skills.</p>	<ul style="list-style-type: none"> <li>● Children across the school complete outdoor activities outside of the normal curriculum</li> <li>● Teachers working alongside lead teacher developing understanding of how to use outdoor physical activity to support the wider curriculum</li> </ul>	£14,706	<p>The Children develop their problem solving and team building skills and their physical activity improves and increases. Children commented on how they learn different skills from fires, climbing and building things together.</p>	<ul style="list-style-type: none"> <li>● Unique learning environment for children leading to increased learning opportunities in outdoor environment</li> </ul>

Key indicator 5: Increased participation in competitive sport			
Intent	Implementation	Impact	
Unable to take part in competitive sport with other schools due to Covid restrictions.			

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