



Physical Education and Sports Premium 2020/2021

Purpose of funding

The Government has allocated funding for additional primary school sport in schools. This funding must be used to improve the quality of Physical Education (P.E) and Sport for all of our pupils. The sport funding must be spent on PE and sport provision in school. Schools have to spend the sport funding on improving provision of PE and Sport but they will have the freedom to choose how they do this. The vision for the Primary PE and Sport Premium: ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The funding has been provided to ensure impact against the following OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

Our vision

Our vision for Physical Education is to inspire our children to lead a healthy, active lifestyle and develop a passion for a diverse range of physical activities. We believe that this is essential for both their physical and mental wellbeing. 'Physical fitness is not only one of the most important keys to a healthy body: it is the basis of dynamic and creative activity' - JFK

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Amount of grant received IN YEAR 2020/21: £18,776

This year due to the situation with Covid-19 not all of the planned spend and subsequent impact has been able to take place. Therefore, we will be carrying forward **XXX** of funding into next year and have re-arranged the actions to carry forward into next year. The following table details the actions and spend we were able to complete and the impact we felt this made.

Area of Focus	Amount Spent	Impact	Sustainability
Curriculum	£0	There is a PE vision which promotes healthy, active lifestyles, participation and competition, enjoyment and confidence in pupils and staff.	The curriculum and vision will be developed for use of future years.
Create an appropriately designed PE curriculum.	£0	The PE curriculum focuses on developing the whole child, positive behaviours, attitudes and developing knowledge, skills and understanding of pupils.	The focus on staff CPD will allow for the staff to feel more confident with the delivery of the PE curriculum resulting in better outcomes for the children.
Increase staff confidence and ability to lead PE and improve knowledge and understanding as per identified needs on audit.	£ 2,628.83	The staff are more confident when planning and teaching physical skills and they have a greater understanding of developmental next steps and what skills support each other. Many training sessions and two enrichment days were provided to ensure staff feel more confident with PE. Additional training was also provided to effectively monitor PE. Cover for staff was also provided so that staff could efficiently develop their understanding of training.	Well-resourced forest school store and planned sessions with continued with trained member of staff.
Raise the profile of PE across the school.			Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued.
Judge effectiveness and impact of sports funding spend and action plan.			
Key Indicator 3:	£1,669.72	New purchased resources support and encourage healthy active lifestyles for pupils, plus a whole school active week to raise the profile of healthy active lifestyles.	PE remains a well-managed and well led subject by a strong subject leader who deploys her knowledge of best practise and policy to ensure high quality outcomes for the school.
Key Indicator 2:	£1,000	Through participation in regular forest school activities pupils developing a love of the outdoors and nature and experiencing a greater sense of well-being. Further forest school resources purchased to enhance the forest school experience.	
Key Indicator 4:	£1,245	Outcomes for pupils have been enhanced through up to date information gained from meetings and networking and the strategic vision the school is being worked towards.	
	£2,040	After lockdown, additional coach sessions were provided for children. This provided children with the opportunity to participate in unusual sports such as archery, fencing and ping pong. This provided some staff training as to how different sports can enhance the curriculum.	These session were aimed to boost morale and allow staff to observe different sports they could use within the curriculum.

<p>Health</p> <p>Improve understanding of health guidelines with staff pupils and parents.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 4</p>	<p>£450* consultant date provided resources.</p> <p>£0</p> <p>£0</p> <p>£1,480</p> <p>£1,162.09</p>	<p>Children taking part in regular active lessons including maths and English, meaning children are learning and achieving in other curriculum areas but in an active way.</p> <p>Pupils fitness levels have increased through taking part in active learning offered throughout the school week. This will in turn increase children's general healthy lifestyle and thinking and decision making.</p> <p>The school has actively supported and promoted teachers and pupils in meeting the government health recommendations. This in turn has impacted on their physical and emotional health, self-esteem and belief and also their commitment and desire to improve. As part of this one member of staff participated in the HOPE project which aims to improve emotional wellbeing.</p> <p>Well-resourced subject with plenty of differentiated resources to support active teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons other subject areas.</p> <p>These are used when needed within lessons and at lunchtime. Pupils feel confident in using these strategies to help them deal with emotional situations they may be experiencing and or as a calming down technique.</p> <p>Staff, pupils and parents aware of health recommendations and an increased percentage are now meeting these. The school offers a variety of ways to support families to do this.</p> <p>Pupils have a number of strategies available to them to deal with emotional situations they may be experiencing. Staff use and promote these when needed. Since COVID-19 many emotional situations have occurred. As a result, a nurture room was created and resources in order to support children with emotional needs.</p> <p>Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations. Play leaders will promote physical activity during lunchtimes demonstrating confidence, good team work skills, responsibility and effective communication.</p>	<p>Pupils have an understanding of the importance of health and government recommendations - resulting in changed behaviours which will continue in future years.</p> <p>Improved fitness will continue through newly embedded procedures and opportunities for activity throughout the school day.</p> <p>These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p> <p>The HOPE project training will ensure the early intervention of children suffering with their mental health. In effect this will improve pupil wellbeing in the future.</p> <p>Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long-term impact on their ability to deal with challenging situations.</p> <p>Staff and pupils understanding of the importance of health and government recommendations resulting in changed behaviours which will continue in future years.</p> <p>The nurture room space will provide a safe and stimulating environment for children with emotional needs.</p> <p>Ideas other staff have gained will be there to be used in other lessons to enhance learning. Staff and pupils learnt strategies for emotional health</p>
---	---	---	--

			and well-being will be embedded into practice and have a long-term impact on their ability to deal with challenging situations.
Competition and Community Key Indicator 5	£0 £0	My personal best challenges and virtual MAT competitions were integrated into the curriculum to keep pupils engaged and motivated in learning and developing skills. Use Sports Day as an opportunity for every child to engage in competition. A whole school Olympics day was completed to raise the profile of competition. Children were encouraged to promote the new school values and a part of this.	Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.
Total spend:	£11,705.64		

Swimming

Due to the covid-19 pandemic we were unable to take pupils swimming from March 2020 onwards and have been unable to collect the data for Swimming. We plan to look at swimming as an area of priority next year to ensure that we catch pupils up with provision as best as possible.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	83%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	83%

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	? – see staff shared
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?	No

Latest swimming data – academic year 2019/20