PE and Sports Premium- Evidencing the Impact of the Primary PE and Sport Premium- 2020- 2021

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| **Key achievements to date** | **Areas for improvement and baseline evidence** |
| Successful running club attended by 95% Year 2/3 throughout the year- increased stamina by all children in attendance  Staff members beginning more confident in the teaching of PE through watching specialist coaches for a term of the year.  Pupils having attended and passed bike-ability  Complete revamp of the EYFS provision to enhance the development of their fine motor skills and gross motor skills  Developing the consistency of the PE curriculum | Improve the health and well- being of all pupils  Assessment to be embedded throughout school  Offer more out of hours sporting sessions/ clubs  Further develop fitness and healthy ethos and embed into school life  Continue to ensure that all children are participating in at least 30 minutes of physical activity within the school day |

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| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to the best of your ability. For example, you might have practised safe self- rescue techniques on dry land which you can transfer to the pool when swimming restarts.  Due to exceptional circumstances priority should be given to ensuring pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study. |  |
| What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. | 100% |
| What percentage of your Year 6 cohort uses a range of strokes effectively (for example, front crawl, backstroke, and breaststroke) | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water- based situations? | 100% |
| 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 beyond the national curriculum requirements. Have you used it in this way? | No |

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| Academic Year: 2020/2021 | Total fund allocated:  **£16,000 + £490** | Date updated: July 2021 | | |
| Key indicator 1: The engagement of all pupils in regular physical activity- Chief Medical officer guidelines recommended that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | **Total spent:**  **£2,680** |
| **Intent** | **Implementation** | | **Impact** | **Suggested next steps** |
| To ensure that pupils are engaging in regular physical activity. | Qualified teaching staff and qualified PE staff (LSA’s) conducting PE sessions throughout the week.  Lunch time sessions ran by PE subject lead to ensure all children are exposed to physical activity throughout the day.  Enjoyable, engaging playtime games and equipment  Sports leaders develop their role in running games. | | More pupils will be involved in more physical activity resulting in:  Improved health and fitness  Improvement concentration and learning  Improved social skills  Improved behaviour | Continued monitoring of PE resources for wear and tear.  Continue to widen range of resources so a wider variety of sports can be offered.  Introduce a daily mile or whole school physical activity throughout the timetable**.**  Recognise weaknesses and upskill staff**.** |

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| Academic Year: 2020/2021 | Total fund allocated: | Date updated: July 2021 | | |
| **Key indicator 2: The profile of PESSPA being raised across the school as tool for whole school improvement** | | | | **Total spent:**  **£10,350** **+ £993** |
| **Intent** | **Implementation** | | **Impact** | **Suggested next steps** |
| To ensure engagement of PE across both Key Stages.  Gross motor skills being developed specifically for EYFS provision to ensure children make good, expected progress with their development to ensure this continues throughout further key stages. | Early years outdoor space renovated with balance beams, slope, stairs. GMS/ FMS equipment built. Tarmac for effective cardio provision throughout the day.  Balance bikes/ scooters purchased to use throughout the renovated EYFS area.  Running club ran for KS2 children across the school.  PE display to promote PE across the school  Sports stars to be chosen in each lesson.  Cage displays in KS2 playground | | EYFS provision for gross motor skills is much more effective.  Fundamentals  Attendance of running club was at full capacity for a full term and each child showed in attendance showed greater stamina from the beginning session to the end session. | Develop current assessment system to assess children across the areas of PE and sport and within that assess pupil progress from year to year.  Introduce a monthly update in the form of newsletters about how PE has been- including key items/ issues around health and well-being- produced by our sports leaders. |

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| Academic Year: 2020/2021 | Total fund allocated: | Date updated: July 2021 | | |
| **Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport** | | | | **Total Spent**  **£500** |
| **Intent** | **Implementation** | | **Impact** | **Suggested next steps** |
| Continued professional development for all staff.  Staff being able to observe quality first teaching through coaches (LSA’s included)  Staff members to have access to Lancashire planning to follow- therefore a consistent approach to the teaching of PE across the school.  Skills progression documentation created in order for all staff to know the next steps for each year group and the end of year expectations. | Subject lead created a skills progression document for all teaching staff including LSA’s to ensure they understand the necessary skills needed for each year group and the skills they need in order to progress to the next year group.  1:1 Planning and delivering support from Glenn Swindlehurst.  CSSP school specialist from September 2020- January 2021. | | Skills progression document has supported staff with their planning and allowed for precision of their teaching.  Consistency of the teaching of PE across the school. | In school assessment put in place and to be available and used by all members of staff.  Pupil assessment data to be accessed by all staff members.  Look for opportunities to train staff |

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| Academic Year: 2020/2021 | Total fund allocated: | Date updated: July 2021 | | |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.** | | | | **Total spent:**  **£1,065** |
| **Intent** | **Implementation** | | **Impact** | **Suggested next steps** |
| Children to have the opportunity for more outside provision.  To continue to offer opportunities for children throughout both Key stages- (bike ability/ balance bikes)  Provide a range of sporting equipment. | Bike ability for KS2 children  Learn to ride  Balance bike provision  Scooters provision | | Pupils have a deeper understanding of sport and physical activity.  Year 6 pupils took part in Bike ability for 2 days throughout the Summer term with all completing and passing.  Early Years and KS1 children using balance bikes throughout the day and the use of scooters- development in Gross motor skills. | Review each year to ensure that equipment is fit for purpose  To review re-joining sports partnership to ensure broad experience of sports  Consider new extra- curricular after school sessions brought in by external agencies. |

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| Academic Year: 2020/2021 | Total fund allocated: | Date updated: July 2021 | | |
| **Key indicator 5: Increased participation in competitive sport.** | | | | **Total spent:** |
| **Intent** | **Implementation** | | **Impact** | **Suggested next steps** |
| Children to have experience and opportunity with competitive sport. | Competitions held within school due to covid restrictions throughout the year  Whole school sports day competition event. | | Increased enthusiasm for sport with pupils enjoying the events and experiencing success: pupil feedback and pupil interviews. | To develop partnership with local schools and organise competitions within a range of different sports. |

Written by Rachel Hopkins – February 2022