

The Impact of Primary PE and Sport Premium Funding

April 2021

The UK government currently supplies all primary schools with a 'PE and Sport Premium' fund. The aim of this is to support schools in ensuring that children have access to at least 60 minutes of sport and physical activity per day.

We believe that physical activity has numerous benefits for physical health, as well boosting happiness, resilience and confidence. This helps children to feel relaxed, focused and ready to learn.

This year, we received £17, 800 in funding with a £3000 carry over from the previous year. We allocate the funding in order to have the highest possible impact on children's active lifestyles. This year, we took part in a DfE funded programme from the Bristol Primary Teaching School Alliance and Create Development. This brought £3830 in additional funding for use on specified resources and training, detailed below.

Impact on the quality of PE, physical activity levels and overall attainment is monitored and reviewed throughout the year. Below is a detailed breakdown of funding allocation and its impact, under five key indicators:

1. The engagement of all pupils in regular physical activity;
2. The profile of PE and sport being 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.

*Please note periods of home learning and safety measures in school have impacted upon our options for funding usage.

Achievements to Date	Areas for Development
<ul style="list-style-type: none">• Daily opportunities for children to enjoy sport and promote their fitness through the use of sports coaches at lunch times;	<ul style="list-style-type: none">• The teaching of dance;

<ul style="list-style-type: none"> • The successful implementation of the Real PE scheme of work for PE and Gym; • The successful launch and high uptake of the 'Jasmine' home learning resources. • Increased teacher confidence and competence through training opportunities. • Mapping of the curriculum objectives for PE, Gym and Dance. 	<ul style="list-style-type: none"> • Opportunities for competitive sport; • Assessment of children's learning and ensuring children are challenged appropriately.
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Academic Year: 2020 - 21	Total Fund Allocated: £17,800 + £3,000 + £3830 Total: £24, 630	Date Updated: 31.3.2021 Total Spend so Far: £21,961 (89% of Total Allocation)	
Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.			42% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:
We believe that being physically active is vital for well being and promotes good learning. Our focus this year has been on ensuring high quality play, sport and physical during play and outdoor-learning times. The intention is that children will engage in physical activity at least twice a day and will return to their classrooms	Shine Sports coaches are employed every lunch time to support children in physical activity. Children in Reception have access to an outdoor area with high quality equipment. Children who may benefit from additional physical activity or more-structured play are identified. Use of the Trim-trail, log climber and ball court is timetabled to ensure all children can access facilities. Teachers to use physical	£10, 250	Children return from lunch time feeling energised and ready to engage in learning. Playtime conflicts and friendship issues have also been reduced, having a positive effect of wellbeing. The identification and engagement of key children in structured games has had a noticeable impact on happiness at playtime. Playground games taught by coaches are used by children independently.
			Sustainability and Suggested Next Steps: Staff meeting time to be allocated for teachers to share calming and energising activities in the classroom. Survey of children and games and activities they enjoy at playtimes so that these can be promoted and expanded upon as part of PE teaching.

<p>feeling calm and ready to learn.</p> <p>Physical activity is also used as a tool throughout the school day to energise or calm pupils as needed to promote learning.</p> <p>Daily physical activity has also been an important element of our home learning offer.</p>	<p>activity throughout the day as they judge necessary.</p> <p>Sport resources are allocated for morning and (newly introduced) afternoon play to encourage active playtimes.</p> <p>Daily physical activity is timetabled for home learning periods, as well as weekly PE/Dance lessons.</p>		<p>The rotation of playground zones gives children the opportunity to make use of different equipment.</p> <p>We achieved high levels of uptake for our PE home learning resources (through the Jasmine platform).</p>	<p>Monitor and re-stock playtime equipment.</p>
<p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement.</p>				<p>3% of Total Allocation</p>
<p>School Focus with clarity on intended impact on pupils.</p>	<p>Actions to Achieve:</p>	<p>Funding Allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and Suggested Next Steps:</p>
<p>Our focus for this year has been to embed the Real PE scheme of work across the school and to use this as a tool for promoting high-quality PE. The intended impact is to promote enthusiasm for physical activity and to ensure consistent PE teaching across the whole school. The 'multi-abilities' taught as part of the scheme (Social, cognitive, creative, personal, physical, health and fitness skills) promote life-long learning skills (complimenting the ELLI animals).</p>	<p>Taking part in Real PE project.</p> <p>Promoting the home learning resources for the Real PE scheme.</p> <p>Teaching multi-ability skills which benefit learning in other areas as part of the project.</p>	<p>£750</p>	<p>A survey of teaching staff showed that all staff felt they had become more confident teaching and that they enjoyed PE more having taken part in the Real PE project.</p> <p>Monitoring of home learning uptake showed excellent levels of participation, particularly from Early Years children.</p> <p>Feedback from BPTSA showed we had relatively high uptake compared to other participating schools.</p>	<p>Discuss the introduction of class celebration assemblies across the school.</p> <p>Consider the introduction of more regular whole-school sporting events.</p> <p>PE display/working wall in the hall.</p>

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				12% of Total Allocation																																																
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:																																																
<p>Our focus this year was creating a clear map of PE objectives and outcomes that would be consistent across the whole school. We planned to ensure that all staff would feel confident following the Real PE scheme of work and that they understood how to use the plans to deliver outstanding lessons. The intended impact was for children to enjoy their PE lessons and feel confident in developing their skills. Children would know what to expect from the lessons and learn to take more ownership of their learning.</p>	<p>Participation in the equivalent of two inset days for real PE training for teaching staff.</p> <p>Two in school days, with coaches from Create Learning modelling lessons and supporting staff.</p> <p>Three additional days of training from Create Development for the PE Lead.</p> <p>Training for Real Dance (PE Lead)</p>	£3, 000	<p>Enjoyment</p> <p>Before the project did you enjoy teaching PE?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td>xx</td> <td>xxxxxx</td> <td></td> <td></td> </tr> </table> <p>Do you enjoy teaching PE now?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td></td> <td></td> <td>xxxxxx</td> <td>xx</td> </tr> </table> <p>Confidence</p> <p>Before the project did you feel confident to teach PE?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td>xx</td> <td>xx</td> <td>xxxx</td> <td></td> </tr> </table> <p>Do you feel confident now?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td></td> <td></td> <td>xxxxx</td> <td>xxx</td> </tr> </table> <p>Quality</p> <p>Before the project did you feel empowered to teach high quality PE lessons?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td>xxxx</td> <td>xxxx</td> <td></td> <td></td> </tr> </table> <p>Do you feel empowered to teach high quality PE lessons now?</p> <table border="1"> <tr> <td>No</td> <td>Sometimes</td> <td>Usually</td> <td>Yes</td> </tr> <tr> <td></td> <td></td> <td>xxxxxxx</td> <td>x</td> </tr> </table> <p>This survey of teaching staff showed that all staff felt that their confidence and skills had been boosted by the training and resources introduced this year.</p> <p>The PE Lead has used the resources to create a new curriculum map which includes PE, Gym and dance and which will ensure all curriculum objectives are met.</p> <p>PE Lead felt that the training for Real Dance really improved her knowledge and skills, which she can share with other staff.</p>	No	Sometimes	Usually	Yes	xx	xxxxxx			No	Sometimes	Usually	Yes			xxxxxx	xx	No	Sometimes	Usually	Yes	xx	xx	xxxx		No	Sometimes	Usually	Yes			xxxxx	xxx	No	Sometimes	Usually	Yes	xxxx	xxxx			No	Sometimes	Usually	Yes			xxxxxxx	x	<p>Carried over funding will be used to re-subscribe to the Real PE online resources. A Real Dance staff meeting is planned for Term 5. A curriculum map showing how PE, Gym and Dance will be covered is ready for the new academic year. Further training is available from Create Development if it is needed.</p>
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				28% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
We aim to provide a broad, varied and engaging experience for all children. Our focus this year has been on implementing the Real PE scheme of work, which has a broad range of activities built in. We intended that pupils would have broad and varied opportunities to practise fundamental movement skills and develop their agility, balance and coordination.	Active play times used to introduce new sports and activities. Audit of PE resources with replenishment and development where needed. Whole staff training and implementation of the Real PE and Real Gym schemes of work.	£7, 000	A survey of how pupils feel about PE showed that they found PE lessons enjoyable and exciting. They enjoyed the new games taught through the lessons and often incorporated them into their own play. Coaches from Shine offer a wide variety of activities at lunch times, including team games, ball games, chasing games, skills based activities and dancing. They focus on encouraging children to join in and try new things. This has had a positive impact on behaviour at lunchtime, as well as ensuring children are active during play times. PE resources have been ordered and organised into special packs, including everything teachers need for their PE lessons. This means teachers don't waste time looking for and gathering different resources, meaning that they can focus on delivering high quality PE lessons.	The introduction of Real Dance. Review activities used at playtimes to ensure variety. Re-audit and replenish resources as needed. Re-subscribe for Real PE membership
Key Indicator 5: Increased participation in competitive sport.				4% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
Our focus is on giving the building blocks of confidence, social/personal skills, and physical skills to	Use the skills, games and activities of the Real PE scheme of work to build competitive skills into lessons. Lessons build competition	£ 961	We have been successful in encouraging children to compete against themselves and challenge themselves to improve. Children reported that the skills element	Many children reported that they did not feel challenged enough by PE lessons. We will begin to make more use

<p>be able to enjoy and benefit from competitive sport. We intend that children will learn to challenge themselves to improve their own skills. We expect them to respect others and encourage them in their own endeavours. Focusing on the 'multi-ability' skills, as well as PE skills, enables all children to be successful and to find PE rewarding.</p>	<p>gradually. Teachers use assessment for learning to introduce competitive aspects at the right time for their class. Learning skills guidance (Learning Nutrition) is used to build up skills in a way that is manageable and achievable for pupils. Skills such as encouraging and praising others and recognising our own skills (and how they can be improved) will be taught consistently to support children. Competition will not always be PE skills based, giving all children a chance at success and experience of not winning.</p>		<p>of lessons helps them to understand where they are with their learning and how they can improve. Teachers reported feeling more confident about how to incorporate competitive elements into their lessons and building skills for competition, rather than only teaching competitive sport through games.</p>	<p>of the accompanying guidance with Real PE (Learning Nutrition) to guide us in making lessons more challenging through increased competition.</p>
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