

### The Impact of Primary PE and Sport Premium Funding April 2022

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 aim to exceed this expectation as we understand that physical activity has numerous benefits for physical health, as well as boosting happiness, resilience and confidence. This helps children to feel relaxed, focused and ready to learn.

This year, we received £17,787 in funding including a £2658 carry over from the previous year. We allocate the funding in order to have the highest possible impact on children's active lifestyles, focusing on enhancing opportunities for participating in competitions, active playtimes as well as focused, high quality PE lessons.

Impact on the quality of PE, physical activity levels and overall attainment is monitored and reviewed throughout the year according to our monitoring cycle. 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"><li>● Daily opportunities for children to enjoy sport and promote their fitness through the use of sports coaches at lunch times who rota different activities and resources to encourage engagement and enable children to apply skills</li><li>● The successful implementation of the Real PE scheme of work for dance in KS1, leading to consistent teaching of PE in all 3 areas</li></ul>	<ul style="list-style-type: none"><li>● Greater coordination of PE lessons and sessions led by sports coaches</li><li>● Increased opportunities for competitive sport;</li><li>● Moderation of teacher assessments</li><li>● Whole school sports day event involving parents/carers</li></ul>

<ul style="list-style-type: none"> <li>● Engagement in community tournaments and opportunities for application of fundamental skills in team sports through work with sports coaches</li> <li>● Mapping of the curriculum objectives for PE, Gym and Dance.</li> </ul>	
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<b>Academic Year:</b> 2021 - 22	<b>Total Fund Allocated:</b> £17,787	<b>Date Updated:</b> 2.4.2022 <b>Total Spend so Far:</b> £10,480 (59% of Total Allocation) <b>Carry forward £7305</b>		
<b>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.</b>				
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
We believe that being physically active is vital for well being and improves behaviour for learning. Our continued focus this year has been on ensuring high quality play, sport and physical activity during play and outdoor-learning times. Our Shine coaches act as diverse role models for sport. The intention is that children will engage in physical activity at least twice a day and will return to their classrooms feeling calm and ready to learn.	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. The use of different equipment timetabled to create a variety of opportunities to develop a broad range of skills and ensure all children can access facilities. Teachers and TAs use physical activity throughout the day as they judge necessary.	£10, 131 Shine Sports Package	Pupil voice survey showed that children have a positive attitude to sport and exercise. children frequently identified shine and games as positive aspects of school PE provision. Children return from lunch time feeling energised and ready to engage in learning. Increased activity and structure to playtimes means we have few playtime conflicts or friendship issues. The identification and engagement of vulnerable children in structured games has had a noticeable impact on well-being at playtime. The rotation of equipment and activities gives children the opportunity to make use of different equipment.	Monitor engagement of key groups and adapt plans in response-April 22  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-June 22  Monitor and re-stock playtime equipment. ongoing

Physical activity is also used as a tool throughout the school day to energise or calm pupils as needed to promote learning.	Small PE resources are allocated for morning and afternoon play to encourage active playtimes. Daily physical activity is timetabled for home learning, as well as weekly PE/Dance lessons. Jasmine PE is available online for home learners with each child having a log in.		We achieved high levels of uptake for our PE home learning resources (through the Jasmine platform)	
<b>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement.</b>				
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
Following the introduction of REAL PE in the previous year, this year's focus has been on sustaining the 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, high quality 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.	PE Lead to attend REAL PE training for leaders.  Release time for monitoring of PE  Pupil engagement in community sports events, competing against other schools  Regular updates in the school newsletter and class blogs	£150 CPD  Community events as part of Shine Sports Package	Monitoring of medium term and weekly plans shows that REAL PE units are being taught weekly in every class.  Pupil voice survey showed that children have a positive attitude to sport and exercise. children frequently identified shine and games as positive aspects of school PE provision.  Monitoring of play times showed high levels of pupil activity in all pupil groups.	Re-introduction of more regular whole-school sporting events.  PE display/working wall in the hall.
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>				

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 sustaining consistent PE objectives and outcomes across the whole school as we returned to face-to-face learning for all children and had a range of new staff. In subscribing to Jamine for online planning and resources, including video exemplification, we aimed for new and existing staff to feel confident in how to use the plans to deliver outstanding lessons. The intended impact was for children to make progress in PE lessons and feel confident in developing their skills and to participate in sporting activities. In following a consistent structure across the school we intended for children to know what to expect from the lessons and learn to take more ownership of their learning and be able to challenge themselves more readily.</p>	<p>Subscription to REAL PE and REAL Dance</p>	<p>£500</p>	<p>Monitoring of medium term and weekly plans shows that REAL PE units are being taught weekly in every class.</p> <p>Learning walks have identified a strong focus on multi skills, well structured lessons and high pupil engagement.</p>	<p>Pupil Voice to monitor impact on pupil attitudes to PE and sport (in and out of school)</p>
<p><b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>				

School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
Through the introduction of a new range of small equipment at playtimes and a rota of activities we aimed to engage a broad range of children in a range of activities	<p>Audit of PE resources (including pupil voice)with replenishment and development of small equipment</p> <p>Active playtimes used to introduce new sports and activities through new resources and support from sports coaches and other adults.</p> <p>Through monitoring we noted that boys predominantly choose football, so rotate alternatives to broaden experiences.</p>	£199.99	<p>Coaches from Shine offer a wide variety of activities at lunch times, including team games, ball games, skills based activities and traditional playground games. They focus on encouraging children to join in and try new things. This has a positive impact on behaviour and well-being at lunchtime, as well as ensuring children are active during play times.</p> <p>Monitoring of play times showed high levels of pupil activity in all pupil groups.</p> <p>Pupils with SEND are more actively engaged with peers through the shared use of small equipment</p>	<p>Playground markings</p> <p>Re-audit and replenish resources as needed.</p> <p>Re-subscribe for Real PE membership</p>
<b>Key Indicator 5: Increased participation in competitive sport.</b>				
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 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	<p>Use the skills, games and activities of the Real PE scheme of work to build competitive skills into lessons. Lessons build competition gradually. Teachers use assessment for learning to introduce competitive aspects at the right time for their class.</p> <p>Learning skills guidance (Learning Nutrition) is used to build up skills</p>	see above	<p>Each year group has had representatives take part in an inter-schools tournament</p> <p>Children are enthusiastic about taking part in competitive sports-our after-school sports clubs are full. Pupil survey identified that the vast majority of pupils in KS1 engage in sports outside of school with many already being involved in a club.</p>	Engage an after school dance coach to enable children to take part in Stages

<p>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>in a way that is manageable and achievable for pupils, using self-assessment and peer assessment to support and challenge.</p> <p>We signed up to Shine Sports community tournaments to give opportunities for pupils to compete against other schools. The aim is to give opportunities to children who do not compete outside of school.</p>			
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