Sports and PE Premium Funding 2021-22

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| Academic Year: July 2021-July 22 | | |
| 2020-2021 Underspend (to be used by 31st July 2022) | Subtotal | £14810.00 |
| 2021-2022 Funding £16000 + £10 per pupil | Subtotal | £16910.00 |
|  | **Grand total** | **£31720.00** |

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| 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. | | | | Percentage of total allocation: |
| **Intention** | **Implementation** | | **Impact** |  |
| School focus with clarity on intended impact:  (be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Actions to achieve:  (linked to intentions) | Funding allocated:  £8000  25% of funding | Evidence of impact:  (what do pupils now know and what can they now do? What has changed?) | Sustainability and suggested next steps |
| Opportunity for engagement in physical activity is increased | Staff to facilitate and develop ethos of play break and lunch.  Ensure pupils have access to a range of play equipment to create new games  Provide targeted activities or support to involve and encourage least active children  Develop skills of lunch time club leaders and ensure available every day  PE never cancelled or changed. Every child has access to two hours of high-quality PE every week with PE lessons taught by Primary PE specialists.  Weekly programme of broad extra-curricular club offer (see below) | Lunch play leaders £3000  Play time equipment £500  £4500 Primary PE specialists (a third) | Clear play games implemented  Pupils have more structured play time  More active and able pupils – development of social and emotional learning skills  Opportunity for all – something for everyone  Children have new ideas to explore in own active free time  All children are engaged in regular high quality physical activity | Continue play provision – support at play times for engagement and choice  Set PE time scheduled and not compromised – cannot be changed. All children have a minimum of two hours a week.  Clubs continues with a minimum of five lunch time clubs and five after school clubs a week.  Records of children taking part in lunch time clubs recorded  Continuation of two hours of high quality PE every week with a Primary PE specialist. |

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| Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. | | | | Percentage of total allocation: |
| **Intention** | **Implementation** | | **Impact** |  |
| School focus with clarity on intended impact:  (be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Actions to achieve:  (linked to intentions) | Funding allocated:  £3000  9.5% of funding | Evidence of impact:  (what do pupils now know and what can they now do? What has changed?) | Sustainability and suggested next steps |
| Raise the profile of PE and sport across the school  Highlight sporting achievements to school stakeholders | School games mark target  Actively encourage pupils to take on sports leadership or volunteer roles that support the delivery of sport and physical activity across the school  Pupils’ sporting achievements highlighted for all stakeholders to see on WEDUC and in weekly achievement assemblies for pupils and parents.  In PE we now use Get Set 4 PE which focuses on developing the whole child. | £250 Primary Sports awards and certificates  £1500 new PE equipment (half)  Get Set 4 PE £650  Lunch time club equipment £600 | 15 KS2 pupils taken on as sports leaders role, leading lunch time clubs  The profile of PE and sport has raised across the school and pupils are proud of their achievements and show more enthusiasm to participate in sport. | Silver or gold school games target  School sport board used as celebration and evidence of participation  Continue to actively encourage pupils to take on leadership roles that support delivery – Sports Leaders |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | | | | Percentage of total allocation: |
| **Intention** | **Implementation** | | **Impact** |  |
| School focus with clarity on intended impact:  (be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Actions to achieve:  (linked to intentions) | Funding allocated:  £6000  19% of funding | Evidence of impact:  (what do pupils now know and what can they now do? What has changed?) | Sustainability and suggested next steps |
| Increase in confidence, knowledge and skills of all staff in teaching PE and sport across the school through the use of Primary PE specialists to teach the whole curriculum.  Ensure consistency in teaching the curriculum through development of PE Progression map and set curriculum objectives and lesson plans. | Hiring of two Primary PE specialists teach the whole curriculum ensuring consistency and continuity  In PE we now use Get Set 4 PE which focuses on developing the whole child and follows our whole school values. | £1500 new PE equipment (half)  £4500 Primary PE specialists (a third) | Primary PE specialist coaches able to deliver consistently high quality PE to whole school throughout the year.  Act as positive role models to many.  Give opportunity for pupils to thrive, where they may not in the classroom.  Successful school sports day, with all staff and pupils engaged. | PE Co-ordinator mentoring and CPD time allocated to support confidence and skills in leading PE across the school  Head, hands and heart model developed to further support development of holistic child.  Three word learning objective focus – so enable children to understand and take responsibility for their own learning as well as supporting assessment |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils . | | | | Percentage of total allocation: |
| **Intention** | **Implementation** | | **Impact** |  |
| School focus with clarity on intended impact:  (be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Actions to achieve:  (linked to intentions) | Funding allocated:  £7000  22% of funding | Evidence of impact:  (what do pupils now know and what can they now do? What has changed?) | Sustainability and suggested next steps |
| Every child in the school has the opportunity to participate and experience a broad range of sports and activities through the development of breakfast, lunch time and after school clubs (see above).  The curriculum is developed to ensure a broader range of sports and activities are taught in lessons. | Every child in the school has had the opportunity to experience a wide range of sports and activities including:  Ball skills  Circus skills  Football  Gymnastics  Dance  Hockey  Dodgeball  Athletics  Rounders  Cricket  Tri-golf  Tennis  Maypole dancing  Yoga  Playground games  Archery  Orienteering  Swimming  Bikeability  Judo  All children have access to one hour outdoor active forest school lesson every week led by level 3 Forest school leader. | £400 circus skills  £250 golf trip  £1200 Dance tuition  £400 Bikeability  £250 Y1/2 swimming  £500 Forest school equipment  £4000 Cover staff for forest school | The pupils have had a wonderful year experiencing many different sports and activities that they wouldn’t normal get to participate in.  Judo, dance and multi-sports have become particular favourites with continued high participation throughout the year. | Continue lunch time and after school clubs, ensuring a broad and balanced offering  Records of participation in lunch time clubs to be kept to enable monitoring of participation.  Develop a gifted and talented club run by our Primary PE specialist to give the opportunity to develop our outstanding sports students with specialist sessions building on previous sports skills or focusing on improving a sports team in preparation for an upcoming competition.  Enter BEEHIVE Leicester Tigers Rugby program.  All children continue to have access to one hour outdoor active forest school lesson every week led by level 3 Forest school leader. |

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| Key indicator 5: Increased participation in competitive sport. | | | | Percentage of total allocation: |
| **Intention** | **Implementation** | | **Impact** |  |
| School focus with clarity on intended impact:  (be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Actions to achieve:  (linked to intentions) | Funding allocated:  £7720  24% of funding | Evidence of impact:  (what do pupils now know and what can they now do? What has changed?) | Sustainability and suggested next steps |
| Following Covid19, the children will have more opportunity to participate in competitive sport through entering a variety of inter and intra school competitions. | Events entered:-  Cross Country  Football  Every pupil took part in a Be Skilled trust sports day against pupils of their own age.  Whole school sports day  Be Skilled Trust Duathlon at Hicks Lodge  Commonwealth games intra year competitions | £500 new sports kit for competitions  £4500 Primary PE specialists (a third)  £2720 cover staff for competitions | Our pupils appear more enthusiastic to compete.  A marked increase in pupils’ cognitive development has been evident. Our pupils now show more respect for themselves and others as well as being able to deal with perceived success and failure in a more constructive manner. They continue to build resilience and are developing a growth mindset. | Continue to enter all we have this year plus an additional range of school games competitions to engage those who are less active. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving primary school. | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 94% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 94% |
| 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? | Yes, for Y1-2 swimming lessons |