

# Primary PE and Sports Premium Report: 2021-22



Our commitment to providing children with high quality competition access, physical activities, mental and physical wellbeing activities and involving pupils in leadership opportunities was recognised with being awarded with the School Games National Gold Award in 2022.

## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£19309
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19309

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	Class size: 60
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	40%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>33%</b>
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £ 19309		Date Updated: 26/8/22	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 50%
Intent	Implementation		Impact		
Your school focus should 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:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• 2 x 1 hour PE Sessions each week for all children in school</li> <li>• To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness-changes to the daily routine (given timetable constraints for outside due to staggered breaks) to deliver the Daily Mile.</li> <li>• OPAL to engage children in regular, cross-curricular physical activity breaks throughout the day (active breaks and mental health and wellbeing).</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively</li> <li>• Year groups engaged in daily physical activity on the field/playground for approx’ 50 minutes a day.</li> <li>• Play time and lunch time staff to have support/training to lead engagement.</li> <li>• Play Leader who facilitates play</li> <li>• Variety of after school clubs, catering for different sporting interests: gymnastics, dance, netball and football for KS2.</li> </ul>		£14,928 – play lead  Equipment - £1000	<ul style="list-style-type: none"> <li>• Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills.</li> <li>• New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.</li> <li>• Increased confidence for children of all year groups and children who had less enthusiasm for sport.</li> <li>• Children’s play skills developed</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead to monitor impact of OPAL playtime and lunchtime sessions and PE/Games lessons across the school – complete staff and pupil voice for OPAL.</li> <li>• Play lead to support and develop support staff.</li> </ul>

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<ul style="list-style-type: none"> <li>• Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.</li> <li>• Provision of after school sporting clubs for children.</li> </ul>				
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 25%
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Intent	Implementation		Impact	
Your school focus should 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</li> <li>• Pupils, staff and parents are aware of sporting activities and achievements across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• All classes to use OPAL to engage children in active breaks in or between lessons to increase regular physical activity.</li> <li>• Introduce a healthy eating week. With focus on dangers of obesity, smoking and other such activities that undermine pupils' health.</li> <li>• Results and photos to be celebrated/displayed/promoted via newsletters and social media.</li> </ul>	£14,928 – play lead	<ul style="list-style-type: none"> <li>• Autumn term – children interviewed and impact to be noted in early spring term.</li> <li>• Children take part in regular active blast breaks throughout the day - opportunity to move more during class time.</li> <li>• Children wear PE kit to school to maximise time spent in PE lessons.</li> <li>• Positive relationship building for life. Demonstration of leadership,</li> </ul>	<ul style="list-style-type: none"> <li>• PE leads to monitor and measure impact use of OPAL through pupil and staff voice questionnaires</li> <li>• To ensure children are prepared to participate in any sporting event (ie: trained to compete in the high jump)</li> <li>• Look at impact of active uniform</li> </ul>

	<ul style="list-style-type: none"> <li>• School participation at external sporting competitions.</li> </ul>		<p>teamwork and communication skills, alongside facing new challenges. Increase in confidence.</p> <ul style="list-style-type: none"> <li>• Active uniform to be introduced</li> </ul>	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

15%

Intent	Implementation	Impact	
Your school focus should 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> <li>• To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across the school</li> <li>• Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</li> <li>• PE lead (via SSP) to work with teachers and lunchtime supervisors to enhance or</li> </ul>	<ul style="list-style-type: none"> <li>• To use qualified sports coach from Hartlepool to work alongside teachers to team teach- enhance or extend current opportunities.</li> <li>• PE leads attend training from SSP at Northfield.</li> <li>• TA to attend training/team teaching/modelling for OPAL.</li> <li>• Scheme of Work is embedded with a clear curriculum map across all phases. Staff are trained appropriately to ensure quality of teaching.</li> </ul>	<p>£3,000 for SSP package.</p>	<ul style="list-style-type: none"> <li>• Children taking part in lessons that are confidently delivered by staff.</li> <li>• Teachers confidently delivering lessons with increased confidence and skills.</li> <li>• PE leads to be secure in whole school curriculum overview.</li> <li>• Teachers confidently delivering teach active break sessions alongside curriculum subjects</li> <li>• All classes taking part in Daily Mile walk. Making sure we do one active blast every day.</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Continue to use CSSP to support staff CPD.</li> <li>• PE leads to continue accessing workshops through GETSET and CSSP.</li> <li>• Monitor use and impact of teach active across the school.</li> </ul>

<p>extend current opportunities.</p>	<ul style="list-style-type: none"> <li>• Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</li> <li>• Staff to have team-teaching sessions with SSP team.</li> </ul>		<ul style="list-style-type: none"> <li>• Observation of swimming teacher and TA to ensure a safe, supportive environment is promoted.</li> <li>• PE long term plan used throughout the school.</li> <li>• PE Lead to run a staff meeting based on areas needed for staff development. Work alongside staff to support and increase confidence in teaching PE.</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 10%

Intent	Implementation		Impact	
<p>Your school focus should 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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Support and involve the least active children by providing targeted activities, and running or extending school sports.</p> <ul style="list-style-type: none"> <li>•Children to participate in a variety of competitions against other schools termly.</li> </ul>	<ul style="list-style-type: none"> <li>•Swimming coach to order equipment to ensure preschool children and our school can take part in swimming sessions, safely.</li> <li>•Reception to Y6 to take part in whole school athletics competition, internal event between school houses</li> <li>•Whole school sports day (see above).</li> <li>•To learn new skills, such as: pole vault, orienteering and archery.</li> </ul>	<p>£1,500 for athletes and archery coach to attend school.</p>	<ul style="list-style-type: none"> <li>• Children learn new unique skills.</li> <li>• Children to gain life skills, such as, resilience and perseverance when playing against other schools competitively.</li> <li>• Children to attend sporting events to be inspired by athletes and watch live</li> </ul>	<ul style="list-style-type: none"> <li>•At the beginning of the year, highlight at least 1 sporting event per half term to attend – preferably to include all year groups.</li> <li>•Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children.</li> </ul>

			<p>events.</p> <ul style="list-style-type: none"><li>• Children playing more competitively have improved their sporting skills and won competitions in football and netball.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• 7 a-side and 5 a-side football</li> <li>• Running/sprinting</li> <li>• Enter virtual sport competitions offered by SSP.</li> <li>• Enter annual boys football league and cup, girls football league and cup competitions.</li> <li>• Participate in competitive athletic and tag-rugby matches</li> </ul>	<ul style="list-style-type: none"> <li>• Mark out on the field Sports day, running: 200m track mark out and football pitch.</li> <li>• Enter at least 2 sporting activity per half term to allow for increased participation in a range of sports.</li> </ul>	£14,928 – play lead  £400	<ul style="list-style-type: none"> <li>• Participation in competitions – externally (when we can and internally)</li> <li>• Mixed football team competing in league.</li> <li>• Netball team playing friendly matches to prepare for league competition next year.</li> <li>• Participation in SSP county-wide competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Football team to maintain weekly training *Netball team to have weekly training (Full size court to be painted, so that the team can practise on a full-sized court and host home games.</li> <li>• Ensure that funding is put aside at the beginning of the year to allow for transportation for events</li> <li>• Ensure every year have opportunities to participate in comps through SSP, ie: host events with other schools.</li> <li>• Promote a termly house competition where the children are encouraged to be resilient and hard-working.</li> </ul>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	