

## Sports Premium Action Plan 2020 - 2021

### School Improvement Key Indicators for the Quality of Physical Education, School Sport and Physical Activity (PESSPA)

#### COVID-19: Interpreting the Government Guidance in a PESSPA Context

Ensure activities/sports meet government requirements in regards to Covid-19, by ensuring they are non-contact and do not require shared use of equipment. Any equipment used is cleaned appropriately as per guidelines.

Facilitate physical education lessons outdoors to minimise contact with peers and adhere to social distancing guidelines.

Implement hygiene protocols – washing hands frequently, pupils are not required to change clothes for PE and cleaning of equipment.

Key Indicators	Intent and Implementation	Funding Allocated (Percentage of total allocation)	Impact	Evaluation Sustainability and next steps
<p><b>Key indicator 1</b> The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <p><b>Key indicator 2</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><b>Enhance the physical and mental health and emotional well-being of learners.</b></p> <p>Collaborate with an external sports specialist to enhance lunchtime provision for targeted pupils (those with low self-esteem, poor physical health, SEMH needs). Leading to pupils developing social skills, improved levels of physical fitness and positive self-esteem.</p>	<p><b>£14,626.11</b>  <b>(57%)</b></p>	<p>As a result of targeted lunchtime provision, identified pupils enhanced their physical health and social skills by participating in a range of activities/sports.</p> <p>Engagement in physical activity increased as Years 3, 4, 5 and 6 all received weekly sessions and a greater number of pupils participated in the activities.</p>	<p>Sports specialists to continue to provide targeted intervention for identified pupils. Impact of provision to be assessed/monitored through the use of pupil voice.</p> <p>Sports specialist to work alongside PE lead to enhance lunchtime provision leading to increased physical activity.</p>
	<p>Establish consistent use of the allotment to develop pupils’ fine and gross motor skills as well as developing teamwork, communication and resilience.</p>		<p>Through targeted interventions, 29 pupils worked collaboratively and enhanced their fine and gross motor skills. Assessment of well being has shown that pupils have increased self-esteem and feel happier.</p>	<p>Continue to use the allotment to enhance the well-being and mental health of identified pupils from assessment outcomes.</p>
	<p>Building on from 2019 – 2020, further develop a greater range of organised lunchtime activities for KS1 and KS2 based on their needs and interests. Activities and sports tailored to the needs of all pupils will encourage greater participation and enjoyment of physical activity.</p>		<p>As a result of COVID-19, a limited number of activities took place at lunch times.</p>	<p>Re-implement organised lunchtime activities from 2019 – 2020 to facilitate engagement in physical activity</p>

				and provide a range of activities/sports/
	Embed use of outside learning leaders (Sports Ambassadors) to support delivery of physical activities that encourage co-operation, communication and resilience, building upon physical skills.		Due to COVID-19, Sports ambassadors were unable to interact with pupils in different bubbles. The ambassadors created videos teaching pupils how to play different playground games. These were shown to all pupils and implemented by staff on duty.	Provide training for a new group of outside learning leaders enabling them to have the knowledge and skills to engage pupils in activities that will enhance their communication, team work, problem solving and decision making.
	Continue to resource and enhance existing outdoor provision, so all pupils engage with the outdoor environment.		As a result of COVID-19 safety guidelines and cleaning procedures, a limited range of equipment was provided. Pupils engaged with the equipment provided (skipping ropes, bats, balls and footballs), enhancing their fine and gross motor skills, as well as developing communication with peers.	Continue to use the equipment already provided and further resource outdoor environment to ensure engagement of all pupils.
	Incorporate daily use of high impact educational physical activities (Supermovers) to reduce long periods of inactivity during lessons and enable pupils to refocus, recharge and be ready to learn.		<p>During lockdown, pupils were timetabled to exercise daily for 30 minutes as part of the home learning plan. Staff provided resources and videos that involved short bursts of high-impact exercise. These enabled children to recharge and refocus on learning.</p> <p>As a result of short, high impact physical activities embedded into the school timetable within Maths and Topic lessons, long periods of inactivity were reduced and pupils were able to</p>	Use of high impact physical activities to be sustained. Health and well-being lead to research additional resources and activities that promote learning through physical activity and embed within the school day.

			recharge and refocus on learning.	
	Embed use of physical fitness equipment (outdoor gym facilities) to enhance pupils' physical fitness and well-being.		As a result of a high-intensity fitness regime, 20 pupils across KS2 that were identified as inactive, enhanced their levels of fitness and enjoyment of physical exercise over a course of 10 weeks. Over time they improved their stamina as the duration of time that they spent exercising at high-intensity increased over the 10 weeks (from 20 seconds to 60 seconds).	Continue to embed the use of the physical fitness equipment, ensuring that all KS2 pupils are able to access this to enhance their physical fitness.  Identify pupils for 2020 – 2021 that would benefit from further intervention and develop provision for pupils (lunchtime clubs)
<p><b>Key indicator 3</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><b>Key indicator 2</b> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p><b>Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports including swimming CPD for relevant teachers.</b></p> <p>Enhanced quality of teaching, learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress. Using a new P.E planning resource (Striver) giving staff instant support in the progression steps.</p>		Implementation of new P.E planning resource has resulted in delivery of high quality lessons that develop pupils skills. Staff feel confident when delivering PE and pupils have shown a greater enjoyment to learning.	Continue to implement use of P.E planning resource. Monitor the quality of lessons delivered and enjoyment through pupil voice, drop ins and staff questionnaires.
	Utilise use of afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date with developments to the curriculum.	<b>£7093</b> <b>(29%)</b>	Advice obtained from an afPE speaker with regards to OFSTED was used to inform practice and future developments. Guidance and posters were shared and utilised to inform both the PE lead and teachers of the curriculum expectations for each key stage/year group, resulting in an increased understanding across the school. The Safe Practice: in PESSPA guide has ensured high quality, safe provision is delivered at all times.	Continue to utilise membership to keep up to date with current developments.

	<p>External specialists upskill staff through modelling best practise during lessons, allowing them to take ownership of the learning when their confidence, knowledge and skills have developed further.</p>		<p>As a result of teachers working alongside an external specialist to deliver high quality PE lessons, staff have enhanced their confidence in teaching a range of content. This has led to staff leading lessons that effectively enhance pupils knowledge, skills and understanding of PE and sport.</p> <p>All staff have developed their knowledge of dance and a particular sport, gaining a secure understanding of the knowledge and skills that they are required to teach.</p>	<p>Continue to work alongside external specialists to develop the teaching of gymnastics and other sports.</p> <p>Staff to work collaboratively with year group partner (who may not have had any previous CPD) to develop knowledge and skills and thus deliver high quality lessons.</p>
	<p>PE lead to attend CPD that will develop knowledge and understanding that can be disseminated to staff throughout meetings, enhancing the quality of teaching, learning, delivery and assessment to improved standards with greater and more rapid progress.</p>		<p>All teaching staff attended a CPD session focusing on invasion games. This resulted in an increased understanding of how to implement a range of invasion games within a lesson, adapting to suit the needs of the pupils, challenging all.</p> <p>PE lead attended several virtual CPD sessions. Consequently, developing a greater understanding of PESSPA, the School Games, swimming and Ofsted focuses on PE/Sport.</p>	<p>PE lead to further implement PESSPA across the school, monitoring the impact. Additionally, plan and implement School Games for 2021 – 2022.</p>
	<p>Identified staff to attend Swimming CPD and gain qualifications, enabling them to develop the confidence, knowledge and skills to deliver Level 1 swimming lessons to primary age pupils.</p>		<p>Due to COVID-19, all swimming CPD has been postponed.</p>	<p>Ensure further staff are trained across KS2 to deliver Level 1 swimming.</p>
	<p>Lunchtime staff receive further CPD on the delivery of lunchtime sports/activities with the aim to increase engagement in physical activity improving pupil health and fitness, social skills and emotional well-being.</p>		<p>Lunchtime supervisors have a secure understanding of how to engage all pupils in physical activity.</p>	<p>Continue to deliver lunchtime activities/games, implementing the use of Sports Ambassadors to facilitate.</p>

<p><b>Key indicator 4</b> Broader experience of a range of sports and activities offered to all pupils.</p> <p><b>Key indicator 2</b> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p><b>Pupils of all ages, abilities and interests are able to access a range of sport activities and competitions, both internally and externally.</b></p> <p>Pupils of all abilities to access extra-curricular sporting provision after school throughout the academic year (including football, hockey, netball, athletics, cricket and rounders) improving their health and fitness, nutritional knowledge, social skills and emotional well-being.</p>	<p><b>£3630</b></p> <p><b>(14%)</b></p>	<p>The range of extra-curricular activities provided have enabled pupils across the school to access different sports, enhancing their skills and well-being.</p> <p>Attendance figures for clubs Football Y5 Y6 (51 pupils, 12 of which girls, 27 pupil premium) Netball Y6 (25 pupils, 10 PP) Basketball Y4 (23 pupils, 15 of which girls, 10 PP) Hockey Y5 (16 pupils, 8 girls, 11 PP) Athletics Y5 Y6 (51 pupils, 28 girls, 28 PP) Multi-skills Y1 (14 pupils, 6 girls, 8 PP) Cool Kids Nursery (3 pupils all SEN) Dance KS2 (11 targeted pupils, 7 PP) Forest schools Reception (12 pupils, 4 PP) Fitness Y3 Y4 (9 inactive pupils, 5 girls, 6 PP) Multi-sports (42 pupils, 20 girls, 23 PP)</p>	<p>Continue to provide a range of extra-curricular sporting provision ensuring that all pupils have the opportunity to participate in competition sport, enhancing their communication and collaboration skills.</p>
<p>Enable pupils to access a range of sports and activities during lunchtimes that are not covered within the PE curriculum to provide further experiences, ensuring pupils develop new skills and attributes.</p>	<p>Due to COVID-19 a limited range of sports (football, skipping, basketball, multi-skills) and number of pupils attending have been provided due to contact between pupils.</p>		<p>Enhance provision to ensure pupils are able to access a greater range of sports and activities.</p>	

<p><b>Key indicator 5</b> Increased participation in competitive sport.</p> <p><b>Key indicator 2</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><b>Pupils of all ages, abilities and interests are able to access a range of sport activities and competitions, both internally and externally</b></p> <p>Pupils access a higher standard of intra and inter-school competition in an increased range of sports. Consequently, they will be challenged further in terms of ability, resilience, technique and competitive tactics.</p>	<p>Due to COVID 19, all inter-school competitions were virtual (skipping, multi-skills and physical challenge for all years and dodgeball).</p> <p>All pupils participated in intra-school personal challenge activities, competing against themselves and other pupils in the Autumn and Summer terms.</p> <p>As a result of both intra and inter school competitions, pupils have improved their physical fitness, their technique in a range of activities, resilience as they were striving to improve and leadership skills.</p>	<p>Participate in a greater number of inter-school competitions, covering a greater range of sports/activities, thus enhancing pupils skills, communication and teamwork.</p>
	<p>Ensure pupils of all ages, abilities and interests are able to access a range of weekly extra-curricular activities that include competitive sports (after school and lunchtime) including targeted G&amp;T and least active provision.</p>	<p>Weekly extra-curricular clubs, open to a range of ages and abilities and covering a range of sports, have had high attendance figures, showcasing an enjoyment of physical activity (See above for figures).</p> <p>Lunchtime provision targeted at KS2 pupils who were deemed the least active has promoted an enjoyment of physical activity.</p>	<p>Continue to provide a range of weekly extra-curricular activities.</p>
	<p>Enter a range of A, B and C teams into various competitions throughout the year.</p>	<p>Due to COVID 19, no competitions took place.</p>	<p>Participate in a range of competitions entering A, B and C teams.</p>
<b>Total Cost</b>		<b>£25,449.11</b>	
<b>Sports Premium 2020 – 2021</b>		<b>£19,380</b>	

Sports Premium Carry Forward 2019 - 2020				£6020		
Total Sports Premium				£25,400		
Signed Dated	Subject Leader	<i>H Legg</i> 17.7.20	Headteacher	<i>H K Sarai</i> 17.07.20	Chair of Governors	N Round 24.07.20
Next Steps						

### Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	7%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	7%
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/No (See comment below)

**As a result of COVID 19 swimming lessons were cancelled throughout Spring 2, Summer 1 and Summer 2 2020. Closures during Spring 1 and Spring 2 2021 also resulted in cancelled additional provision, leading to a low percentage of pupils attaining.**