



# SPORTS PREMIUM FUNDING 2021 to 2022



<p>Key achievements to date until July 2020:</p>	<p>Areas for further improvement and baseline evidence of need:</p>
<ul style="list-style-type: none"> <li>• Year 4 undertook Forest Schools at a local Scout Campsite</li> <li>• Physical Maths lessons were developed in some year groups</li> <li>• Wellbeing committee was established to develop the profile of physical, emotional and mental wellbeing across the school – began work to achieve ‘Wellbeing Award’</li> <li>• After-school clubs run to provide a range of sporting opportunities after school</li> <li>• Development of playground areas to provide more opportunities for children to be physically active and engaged at breaktimes</li> <li>• Provided opportunities to compete in local sporting competitions with other schools through School Sports Partnership</li> <li>• House system used to encourage competitive sporting opportunities in a wide range of sports throughout the year within the school</li> <li>• Continued membership of TWSSP</li> <li>• Some co-coaching and modelled teaching provided by subject leader to support the development of other teachers (including swimming teaching)</li> <li>• Audit of and purchase of new and replacement equipment to support and further develop the teaching of PE in curriculum time</li> </ul>	<ul style="list-style-type: none"> <li>• Support teaching staff in developing and improving subject knowledge and skills in teaching of PE</li> <li>• Support development of new wrap-around care</li> <li>• Develop more opportunities for children to be physically active during the school day – daily mile, walk to school weeks, active breaks in lessons (brain gym etc)</li> <li>• Continue to raise attainment in swimming with the aim of getting 80% of children in Y6 meeting the national curriculum outcomes for swimming</li> <li>• Develop the range of sports offered as part of the taught curriculum</li> </ul>
<p>Key achievements to date until July 2021:</p>	<p>Areas for further improvement and baseline evidence of need:</p>
<ul style="list-style-type: none"> <li>• Teaching staff supported in developing their subject knowledge and skills in teaching PE</li> <li>• Walk to School Week was instigated in the Summer Term</li> <li>• Range of sports offered as part of taught curriculum has been expanded to include more inclusive sports, as well as tailor the offer to those in Nurture Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more opportunities for active breaks during lessons (brain gym etc)</li> <li>• Continue to increase opportunities for ‘active’ break and lunch times created during COVID restrictions</li> <li>• Continue to raise attainment in swimming with the aim of getting 80% of children in Y6 meeting the national curriculum outcomes for swimming</li> <li>• Increase the range of extra-curricular activities on offer during the school week</li> <li>• Re-instigate the use of Playground Buddies and Sports Ambassadors</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? **YES**

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2021 to March 2022</b>	<b>Total fund carried over: £10,000</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
To be able to swim competently, confidently and proficiently over a distance of at least 25 metres	<ul style="list-style-type: none"> <li>• PE Lead to co-ordinate, lead and teach additional swimming as part of the teaching team for children in year groups who missed (or had cut short) previous swimming opportunities (Year 3 and Year 5)</li> <li>• PE Lead to co-ordinate, lead and teach additional swimming as part of the teaching team for children in Y6</li> <li>• Purchase swimming lessons for KS2 non swimmers</li> </ul>	Greater numbers (percentage) of children leaving Y6 meeting national curriculum requirements		

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p>	70% (2020)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	40% (2020)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60% (2020)
<p>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?</p>	Yes – funded a trained HLTA to lead extra swimming for Y6 pupils

Academic Year: 2021/22	Total fund allocated: £19,521	Date Updated: May 2021		
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Intended Impact</b>	<b>29</b>
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children to be more active at break and lunch times</li> <li>Children able to explain why it is important for them to be more active throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Source and purchase extra resources to support active break and lunch times – parachutes, sound system, tennis nets, balls etc</li> <li>Monitor numbers of children using the equipment at break and lunch times</li> <li>Adopt an ‘active mile’ initiative to encourage a different form of activity at break and lunch times</li> </ul>	<p>£1500</p> <p>£100</p>	<ul style="list-style-type: none"> <li>Increase of children taking part in structured/supported physical activities</li> <li>Increase of children being on the move more of the time during break and lunch times</li> <li>Record of activity within the classroom</li> <li>Children to gain rewards/certificates for completing certain distances throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Observation shows that more children are being physically active in a variety of ways at break and lunch times <ul style="list-style-type: none"> <li>NEXT STEP: Look at suitability and standard of equipment being used and replace if necessary</li> </ul> </li> <li>‘Active Mile’ is done once a term during school time and we have taken part in national and regional initiatives <ul style="list-style-type: none"> <li>Continue to complete Active Mile each term and take part in national and regional initiatives when they happen</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Children able to attend a range of sports clubs and activities after school as part of the wrap-around care provision</li> <li>Children able to attend a range of sports clubs and activities after-</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to support wrap-around care provision to provide children with access to physical and sporting activities</li> <li>PE Lead to co-ordinate and support the delivery of after-</li> </ul>	£1921	<ul style="list-style-type: none"> <li>Children in wrap-around care to have a couple of opportunities during the week to be physically active at after-school club</li> <li>A range of sports clubs to be</li> </ul>	<ul style="list-style-type: none"> <li>This is happening when weather etc permits – it averages to about twice a week. Supervision lead uses online tools to encourage other periods of</li> </ul>

<p>school extra to the wrap-around care provision</p>	<p>school clubs</p> <ul style="list-style-type: none"> <li>• PE Lead to source coaches to run after-school clubs</li> </ul>		<p>offered throughout the week and across the different school ages</p>	<p>physical movement as well (dancing etc)</p> <ul style="list-style-type: none"> <li>○ Continue to offer support where necessary</li> <li>• Range of sports clubs are provided throughout the week giving access to children from Y2-Y6 <ul style="list-style-type: none"> <li>○ Continue to review on a termly basis what provision is being offered in terms of range, variety and access and adapt or enhance programme where possible</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• More children to leave Y6 meeting national curriculum requirements for swimming and water safety</li> </ul>	<ul style="list-style-type: none"> <li>• PE Lead to co-ordinate, lead and teach swimming as part of the teaching team for Y2, Y4 and Y6 swimming lessons</li> <li>• Source and deliver extra swimming time within the school day (where possible) to support children unable to meet national curriculum requirements</li> </ul>	<p>£1000</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>• Greater numbers (percentage) of children leaving Y6 meeting national curriculum requirements</li> </ul>	<ul style="list-style-type: none"> <li>• 52% of children leaving Y6 were able to swim 25 metres this year</li> <li>• Currently 11% of Year 4 are able to swim 25 metres</li> <li>• 2 weeks of intensive swimming sessions were provided for children in Y3 &amp; Y5 as catch up for swimming sessions missed due to the pandemic <ul style="list-style-type: none"> <li>○ If possible these should be provided again towards the end of the Autumn term in 2022-2023</li> </ul> </li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Intended Impact	1
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Pupils taking on leadership roles to support sport and physical activity within the school</li> </ul>	<ul style="list-style-type: none"> <li>Playground Buddies to be selected</li> <li>Training for Playground Buddies to support them in leading small group activities</li> <li>Sporting Ambassadors and House Captains to be selected</li> <li>Sporting Ambassadors to receive training to help them support teachers in lessons</li> <li>Sports Crew representatives to be selected in each class</li> <li>Teachers to be encouraged to use children as referees, umpires and marshalls as part of their learning and activity in PE</li> </ul>	£100	<ul style="list-style-type: none"> <li>More structured and supported activities on KS1 playground at lunch times</li> <li>Sporting Ambassadors used to support other classes with PE lessons – to be used as good role models and demonstrators of skills if required</li> <li>Sports Crew help with setting up, distribution of apparatus and equipment during lessons</li> <li>Children act as umpires and referees during small-sided games in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Due to changes in the school day timings and COVID restrictions Playground Buddies were not selected</li> <li>Sports Ambassadors were appointed but not used due to COVID restrictions <ul style="list-style-type: none"> <li>Look at more 'CLASS BASED' Ambassadors to support and lead in PE sessions – helping to prepare sessions, lead warm-ups, officiate etc</li> </ul> </li> <li>Sports Crew haven't met due to COVID restrictions and other time constraints</li> </ul>
<ul style="list-style-type: none"> <li>Pupils understand the importance of being physically active during their day</li> <li>Pupils able to explain the benefits of being physically active during the day</li> </ul>	<ul style="list-style-type: none"> <li>Develop Walk-to-School weeks in school calendar</li> <li>Set distance challenges and matching certificates for classes/individuals to achieve</li> <li>Research and develop resources and use of Brain Gym etc in supporting active lesson breaks</li> <li>Discussions around the importance and benefits of</li> </ul>	£100	<ul style="list-style-type: none"> <li>Children more active and engaged with learning in class more of the time</li> <li>Children able to confidently discuss and explain the benefits of physical activity on the wellbeing and learning</li> </ul>	<ul style="list-style-type: none"> <li>Walk to School week took place in Spring Term to link in with National/Regional initiative – school competed against other in the authority and nationally <ul style="list-style-type: none"> <li>Continue to provide regular 'Walk to School' week initiatives which include Active Mile</li> </ul> </li> </ul>

	physical activity through assemblies, PE lessons and RSE/Circle Time lessons			<p>opportunities for the whole school</p> <ul style="list-style-type: none"> <li>Brain Gym and Active Lesson Breaks have been researched <ul style="list-style-type: none"> <li>Information to be passed onto staff and process put in place to implement in future lessons in next academic year</li> </ul> </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:
				%
Intent	Implementation		Intended Impact	10
What the teaching staff should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Teaching staff to have improved knowledge of the different areas of PE that they are being asked to teach</li> <li>Teaching staff to have improved skills in delivering and supporting children during lessons</li> <li>Teaching staff able to adapt lessons to effectively teach all children</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader to have release time to plan CPD for staff to continue to develop on skills learnt in the previous year.</li> <li>Subject leader to monitor the progression of strands within PE and support teachers with professional conversations.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Improved knowledge of different areas of PE in teaching staff</li> <li>Improved delivery and skills of teaching staff during lessons</li> <li>More inclusive lessons that challenge all children at all levels</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leader continued to be released up until the end of the summer term 2021 to support with Teacher development</li> <li>Through professional discussions staff felt their knowledge and skills had improved and increased over the academic year 2020-2021</li> </ul>



Hiring of qualified sports coaches to work alongside teachers to enhance or extend current after-school opportunities	<ul style="list-style-type: none"> <li>PE Lead to work on locating, sourcing and allocating coaches to support and develop opportunities in after-school provision</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Increase range of after-school clubs on offer to children across different phases in the school</li> </ul>	<ul style="list-style-type: none"> <li>An 'outside' cricket coach ran two sets of week sessions during the Autumn term 2021</li> <li>Provision was supported in the planning by the subject leader to ensure high quality sessions and delivery</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:
				%
Intent	Implementation		Intended Impact	34
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children able to participate in new sports and physical activities (inclusive sports)</li> <li>Children able to participate in activities and sports with other schools</li> <li>Children able to participate in outdoor and adventurous activities through Arthog Outreach</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to introduce new sports and physical activities into taught curriculum and after-school club programme</li> <li>Source and purchase equipment to support provision and teaching of new sports and physical activities</li> <li>PE Lead to establish links with other local primary schools beyond the TWSSP to run combined clubs and activities</li> <li>PE Lead to liaise with Arthog</li> </ul>	£200  £5000  £1500	<ul style="list-style-type: none"> <li>Wider variety of sports and physical activities taught through PE curriculum</li> <li>Wider range of equipment and resources purchased to support delivery of new curriculum</li> <li>Children in Y5 attend Arthog Outreach in the Summer Term 2021</li> </ul>	<ul style="list-style-type: none"> <li>More 'inclusive' sports are now taught as part of the curriculum. However, following updated guidance and advice the variety of sports being taught is going to be narrowed to ensure greater opportunity for children to learn, practise and develop skills and knowledge to a greater depth</li> <li>Stock of resources to support learning in all sports and areas of Physical Education are now good</li> <li>Inter-house competitions have been the focus for</li> </ul>

				<p>development this year rather than attending TWSSP events</p> <ul style="list-style-type: none"><li>○ Subject leader to look at entering TWSSP competitions that match new curriculum</li><li>● Children in Y5 will be attending Arthog Outreach in the Summer term</li></ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	26
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increased opportunities for pupils to participate in TWSSP School Games</li> <li>Organisation, co-ordination and support of teaching staff to include competitive competitions at the end of each unit of work (where appropriate) in PE</li> </ul>	<ul style="list-style-type: none"> <li>Membership subscription to be paid for TWSSP</li> <li>PE Lead to liaise with TWSSP SGOs to enter competitions</li> <li>PE Lead to re-take MiDAS test with LA</li> <li>Minibuses used to transport teams to and from sporting and competitive events</li> </ul>	<p>£2600</p> <p>£2500</p>	<ul style="list-style-type: none"> <li>Register/records of children who participate in TWSSP School Games events to show increased numbers</li> <li>Higher level attained in School Games Mark (currently BRONZE)</li> <li>Certificate of MiDAS qualification for PE Lead</li> </ul>	<ul style="list-style-type: none"> <li>There were limited opportunities due to COVID pandemic. Lots of the competitions were virtual – the school received a special award for our entry into TWSSP competitions</li> <li>School Games mark wasn't awarded during the COVID pandemic</li> <li>Due to most competitions being 'virtual' there wasn't a need for the Subject Lead to be MiDAS tested <ul style="list-style-type: none"> <li>Look into the opportunity to renew this qualification for 2022-2023 academic year and beyond</li> </ul> </li> </ul>

Agreed by Governors

Date: 08/06/22