



Sports Premium Summer 2022 Review

Details with regard to funding

Total amount carried over from 2019/20	£4000
Total amount allocated for 2020/21	£18,557
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,125
Total amount allocated for 2021/22	£18,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,675

Swimming Data

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>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</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>N.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 2022.</p> <p>Please see note above</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<p>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?</p>	<u>Yes/No</u>

Academic Year: 2021/22		Total fund allocated: £25,675		Date Updated: July 2022					
Key indicator 1: 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									
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<p>~ Encourage physical activity at break and lunch times.</p> <p>~ Up skill support staff in physical games and how to use equipment.</p>		<p>~ Hunts Gold package – lunchtime/afterschool clubs, practising skills from PE lessons.</p> <p>~ Year 5/6 Play Leaders Support with Hunts School Sport Partnership.</p> <ul style="list-style-type: none"> • Training for Y5/6 Sports Leaders to deliver playground games at Lunchtimes • Playground Zone Area Resources - Game Zone & Challenge Zone (encouraging pupils to achieve their Personal Best) • Activity cards and playground game resources <p>~ Monitoring of lunch – Link governors, Behaviour and Attitudes</p> <p>~ Pupil voice about lunchtimes.</p>		<p>£145 Apr 22 Walk to School</p> <p>£250 Dec 21 Playleader Training</p> <p>£252 Autumn 21 Equipment</p> <p>£468 Spring 22 Equipment</p> <p>£5,650 May 22 Climbing Wall</p>		<p>End of year evidence –</p> <p>~ Teachers and HLTA attend PE lessons taught by Hunts specialist teacher which has built confidence in teaching PE skills effectively across the curriculum and is using a wide range of resources, inc gymnastics equipment.</p> <p>~ At least 90% of children taking part in Physical activity during break and lunch times now that lunchtime activities are provided along with free play.</p> <p>~ Year 5/6 playground buddies set up and trained to support use of equipment.</p>		<p>Sustainability and suggested next steps:</p> <p>Climbing wall training for lunchtimes and PE – Awaiting installation.</p> <p>Ian Roberts – CCC PE Lead to provide some teaching on use of wall bars in a staff meeting.</p>	

~ Encourage physical activity at break and lunch times. Up skill support staff in physical games and how to use equipment.	~ Hunts Gold package – lunchtime clubs to upskill support staff, modelling running different clubs.		~ Staff now have zones with planned activities. See Governor monitoring report for lunchtimes.	~ Hunts Gold package – lunchtime clubs to upskill support staff, modelling running different clubs.
--	---	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
~ Raise awareness of Physical Activity through publicly celebrating and displaying achievements. ~ Raise the profile of various sports and challenge stereotypes of e.g. boys dancing and girls playing football.	~ Physical activity celebrations in assembly and on website. ~ Staff meeting to raise the importance of physical activity. ~ Celebrate children recognised for their skills in PE. ~ Physically active lunch time clubs ~ Assembly visitors promoting sport and health.	£0	~ Children are sharing evidence in assembly of activity outside of school hours. ~ 90% of children taking part in Physical activity during break and lunch times	~ Celebrate in Newsletter and assemblies ~ Collect end of year evidence for children who chose to participate in clubs.
~ Prioritise swimming across the school for Y1-Y6 with progression document to evidence for end of KS2 expectations. Water safety aspect of Safeguarding aspect a high priority in local area with large amounts of water.	~ Y1/2 a term of swimming confidence and water safety per year.	£3,725 Summer 21 KS1 Swimming	Long term goal – ~ Increase in % of pupils able to swim when leaving primary ~ Increase in no. of children being water safe when they leave primary ~ swimming skills progression document is in place for Y1-6 and shared with staff to track progress.	~ Add Y3/4 a term of swimming skill development per year.

~ Develop inclusive access to a range of sports.	~ Dance for boys and girls ~ Football for girls and boys ~ Adjusted sports for disability ~ Whizz kids to encourage being active rather than sporty	£350 Whizz Kids with Hunts School Sports £559 May 22 Dance Workshop £4,500 Trampoline Programme	~ Parent voice – whizz kids encouraged engagement in physical activity. ~ Children performed a dance to the school in assembly following dance workshop, inc boys ~ Girls football club in place as well as boys. ~ Boys and girls attended dance club. ~ Pupil’s voice on adjusted sports demonstrates a positive impact on inclusive approach sports.	~ Trampoline training awaiting date and incorporation into curriculum activity.
--	--	---	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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?:
~ Pupils to be skilled in dance, ball skills and gymnastics. ~ Staff to use teacher feedback to support a high standard of teaching and learning in PE. ~ Get set for PE scheme subscription cont.	~ To complete a skills audit of staff (Spring term) ~ To observe staff teaching PE – PE Progression Team ~ To collect pupil voice ~ To find gaps in skills and Use Hunts training opportunities to fill gaps in staff knowledge ~ Assessment tool – Classroom Monitor ~ Teachers to observe experienced external coaches to improve own practice.	£ 6,700 HSSP Gold 2021-22 £ 440 Get Set 4 Education	~ Children make good progress in PE because their teachers/ coaches are confident and well informed. ~ Teachers feel confident delivering the majority of topics of PE. ~ Teachers assess P.E confidently and effectively ~ Teachers are using Assessment tracking to assess children and plan for gaps ~ Evidence of adapting activities written on planning.
			Sustainability and suggested next steps:
			Observe using ipads for feedback – increase no. of pupil i-pads. Ian Roberts – CCC PE Lead to provide some teaching on use of wall bars in a staff meeting

	~ Hunts sports coach to work with all classes across the school and to support in up-skilling teachers			
--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
Range of afterschool clubs and activities within school made available Pupils made aware of the range of sports offered in the community (when restrictions allow) ~ Get Set for PE scheme has sports and getting active sections	~ Gymnastics clubs ~ Dance clubs ~ Football club ~ Netball ~ Hockey club ~ OAA ~ Balancability (equipment supporting this)	£700 for children to take part in clubs	~ Children enjoy P.E lessons and learning new skills. ~ Increase in after school clubs available across the year. ~ Increased number of in school activities accessed by all pupils.	~ Monitor No. of Pupil premium attending Clubs

Key indicator 5: Increased participation in competitive sport

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:
~ To provide pupils with the opportunity to apply the skills they have been taught (when restrictions allow) ~ Increase attendance of SEND and disadvantaged pupils to sporting events.	~ Internal House Multiskills competitions during the spring term. ~ 6 days release time for PE coordinator (or other staff) to co-ordinate competitive sports and entry into tournaments. ~ Sports visits e.g. Power2Inspire – assemblies and activity days.	£250 Apr 22 Power2Inspire £616 Football kits	~ Pupils able to demonstrate that they are working at expected or greater depth. Recorded for evidence on i-pads. ~ Sports activity days adapted to reflect curriculum skills.	Explore how the traditional sports day can be made more accessible for all pupils – both competitive sport and physical activity.

Signed off by	
Head Teacher:	<i>Knarriott</i>
Date:	15.07.22
Subject Leader:	PE Subject Lead – <i>F Perry</i>
Date:	15.07.22
Governor:	
Date:	