

Primary PE & Sports Grant Report

2021-22

Pride Passion Partnership Professionalism Positivity



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Structured games in place at playtimes – pupils have explored a range of PE activities and are developing the skills needed to play as a team Equipment in place to support sensory circuits and physical movement throughout the school day External PE activities in place to enrich the PE curriculum 	<ul style="list-style-type: none"> Increase pupils’ participation in all sports Assessment of swimming skills to be implemented by swimming instructors

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.	28.57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57.14%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57.14%
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/No

Academic Year: 2021-22	Total fund allocated: £18,200	Date Updated: July 2022
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**Key indicator 1: The engagement of all pupils in regular physical activity –
Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school**

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pay for a lunch time play leader and equipment</p> <ul style="list-style-type: none"> Continue to offer variety of physical group games and team sports at lunchtime All children will have the opportunity to take part in physical activities Aids towards increasing pupil participation and understanding rules and team playing skills in sport Contributes towards the engagement of all pupils in regular physical activity and regulation Children will spend their lunch time being physically active 	<ul style="list-style-type: none"> Regular discussions with the leader over the implementation of Lunch time activities Regular contact and checking how the groups are going Organise children into groups Create a timetable of activities on offer 	<p>£6, 689 play leader</p> <p>£500 resources</p>	<ul style="list-style-type: none"> Pupils are more engaged with sport Less behaviour incidents logged during lunchtimes pupils better regulated due to physical exercise and structured approach to learning games 	<ul style="list-style-type: none"> Continue to fund a play leader at lunch times Continue to offer variety of physical group games and team sports at lunchtime

<ul style="list-style-type: none"> • Develop the range of physical activities on offer in the playground • Develop the range of physical activities including the use of sensory circuits <p>Pay for Occupational therapist input to increase quality and frequency of physical regulation activities</p> <ul style="list-style-type: none"> • Implement sensory circuits across all of primary or individual sensory circuit programmes 	<ul style="list-style-type: none"> • Training sessions to be planned into training calendar • Modelling of sensory circuits by OT to all staff • Sensory circuit equipment to be bought 	<p>£ 6,000</p>	<ul style="list-style-type: none"> • Sensory circuits in place across the primary this correlates with a reduction in the number of behaviour incidents being reported 	<ul style="list-style-type: none"> • Continue to fund OT input • Sensory circuits to be personalised for individuals to ensure correct movements and equipment is being used for needs to be met
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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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pay for Occupational Therapist – see key indicator 1</p> <ul style="list-style-type: none"> Created opportunities to engage sports that are not part of the national curriculum, to increase awareness and participation in sports 	<p>See above</p> <ul style="list-style-type: none"> External sports groups contacted and opportunities organised throughout the school year to experience different sports 	<p>See above</p>	<p>See above</p>	

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

<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pay for Occupational Therapist – see key indicator 1</p> <p>Staff to feel confident running sensory circuits to support the regulation of pupils</p> <p>Pay for swimming instructor to lead swimming sessions –see key indicator 2</p> <p>Staff to feel confident about how to support pupils swimming from the pool side and in the water</p>	<p>OT to deliver training sessions on sensory circuits and model running sessions</p> <p>Provide staff with better swimming guide/targets</p> <p>Primary staff using the hydrotherapy pool to be given time to observe swimming instructor at main pool to build skills</p>	<p>See above</p> <p>£750</p>	<ul style="list-style-type: none"> • Staff reporting increased confidence in running sensory circuits • Pupils more regulated throughout the school day • Staff reporting increased confidence in teaching swimming skills 	<ul style="list-style-type: none"> • OT to continue to train and build capacity across whole staff group • OT to support staff focusing on individual pupil needs during sensory circuits to ensure staff • Assessment process in place for swimming skills

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

<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide new activities for the children to engage in</p> <ul style="list-style-type: none"> • Provide equipment for new activities • Continue to provide equipment and top-ups where needed to ensure equipment is readily available • Provide travel to staff to enable classes to go to activities offered off site including, Kayaking, Arsenal football, BMX club 	<ul style="list-style-type: none"> • Audit current PE resources available and purchase items needed • Organise staff oyster cards and drivers for the trust bus to enable pupils to take part in a range of off-site PE activities 	<p>£500</p> <p>£500</p>	<ul style="list-style-type: none"> • Pupils now choosing to engage in a greater range of sports during their playtime e.g. basketball, table tennis, dodgeball 	<ul style="list-style-type: none"> • Access a range of PE activities off site next year to broaden pupils experience of a range of activities

Key indicator 5: Increased participation in competitive sport

<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Invest in a lunch time play leader</p> <ul style="list-style-type: none"> • Increase pupil’s participation and understanding of the rules of simple competitive sports • Increase the pupil’s tolerance and resilience to cope with winning and losing • Develop the pupils’ skills to emotional regulate themselves when playing competitive sport 	<ul style="list-style-type: none"> • Play leader to organise and introduce the rules for a selection of simple competitive games • Teachers to develop PSHE lessons that explore emotions that come with winning and losing and how to manage these emotions – in line with the Zones of regulation 	<p>£3, 344</p>	<ul style="list-style-type: none"> • Increased ability to take part in a team game • Pupils’ ability to cope with winning and losing improved i.e. less behaviours were recorded as the year went on in relation to structured team games 	<ul style="list-style-type: none"> • Continue next year and ensure competitive games offered appeal to all pupils