

# Sports Premium Report 2021-2022 Reviewed



<i>Key achievements to date until July 2020:</i>	<i>Areas for further improvement and baseline evidence of need:</i>
<ul style="list-style-type: none"> <li>• Higher quality PE provision is developing throughout school</li> <li>• Staff have improved knowledge, skills and confidence</li> <li>• A successful forest school running weekly for all year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Continue high quality coaching, teaching of second lesson should match coach session.</li> <li>• Continue to have specific lunch time and after school clubs to target least active children and prepare for competitions</li> <li>• Achieve School Games Mark</li> <li>• Provide swimming lessons for children who missed out due to COVID</li> </ul>

<i>Meeting national curriculum requirements for swimming and water safety.</i>	
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 2020.	N/A due to COVID-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A due to COVID-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A due to COVID-19
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?	N/A due to COVID-19

Academic Year: 2021/22	Total fund allocated: £ 17,620	Date Updated: July 2022	3	
<b>Key indicator 1:</b> The engagement of <u>all</u> 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			Percentage of total allocation: 48.5%	
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:
<p>Improved engagement for all children in regular physical activity with a focus on increasing physical activity at playtimes and lunchtimes.</p> <p>Well planned, engaging PE lessons delivered by specialists.</p> <p>To have UKS2 children to lead fun physical activities at lunch time.</p>	<p>More engaging PE lessons, progression carefully planned for so all needs are met and pupils can develop at their own personal level.</p> <p>PE teachers from Crestwood And Pedmore (schools in our MAT) to deliver PE lessons alongside school staff as well as lunchtime and afterschool clubs.</p> <p>Lunchtime staff to work with PE teachers deliver more interactive physical activities. Year 5 and 6 buddies to deliver sports activities at lunchtime. New equipment bought specifically for lunchtime.</p>	<p>£8,410 – PE teachers</p> <p>£151.23</p>	<p>More enjoyment during PE, very positive feedback from children and staff.</p> <p>Increased participating in PE lessons, especially least active children.</p> <p>Children are more engaged in physical activity at lunchtime.</p>	<p>Continue to expand and provide provision of lunch clubs and after school clubs to ensure participation levels remain high.</p> <p>Continue to develop sports leaders for lunchtimes.</p> <p>Share ideas and deliver more CPD to all staff of ways to increase active learning within the classroom. (active maths/English)</p>

<p>Forest School is provided for all children to improve their engagement with the outdoors, to help them see physical activity in different ways and to support their wellbeing and mental health.</p>	<p>The forest school leader leads sessions with the class teacher to share activities and support building positive and effective relationships and emphasis the importance of a variety of physical activity and the outdoors away from more traditional PE lessons.</p>	<p>£4500</p>	<p>Children are engaged with the outdoors; their wellbeing is improved and they have a wider knowledge of different physical activities.</p>	<p>Forest School leader to share more of the principles that underpin Forest School with all staff. Consider how else Forest School/Outdoor Education can be integrated into our curriculum offer.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Key indicator 5: Increased participation in competitive sport				8.8%
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:
<p>Raise the profile of sporting achievement.</p> <p>Fitness challenges set up to encourage and motivate</p> <p>Upgrade equipment to allow for variety of activities.</p> <p>Participating in more competitions – achieve School Games Mark.</p> <p>Continue to deliver high quality forest school sessions with a range of activities available to all children</p>	<p>Outside sporting achievements to be celebrated in assemblies.</p> <p>Fitness challenges set up</p> <p>Purchase new equipment to improve quality and variety of activities available.</p> <p>To incorporate structured physical activities into after school clubs which are targeted in line with upcoming competitions/festivals.</p>	<p>£1557.57 equipment</p>	<p>Children have been very motivated to take part in fitness challenges.</p> <p>New equipment has meant for better quality physical activity and sports during break and lunch times as well as during lessons.</p> <p>Forest School equipment has allowed for more variety in what children can achieve.</p>	<p>Continue to challenge children and set up inter house challenges.</p> <p>Continue to celebrate achievements of sports outside of school.</p> <p>Unfortunately, due to staffing, we did not participate in any competitions. This will be a priority next year.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				36.4%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
ALL staff (including lunchtime supervisors) feel confident to deliver engaging PE sessions, school sports and physical activities. To include planning for progression and assessment.	Staff receive regular training and support to increase their skills in teaching of PESSPA.  PE teachers within the trust to deliver high quality PE lessons, lunch clubs and after school clubs where staff work alongside and develop their own teaching. Carry out assessments together.	£8,410	Staff questionnaires and discussions.  Staff have increased knowledge and confidence in some areas of development.	Continue to work alongside PE teacher from Pedmore to develop PE in school. Look at curriculum and progressive planning.  Have specific coaches each half term to deliver area of PE. Dancer teacher for dance, tennis coach for tennis etc.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Continue to deliver high quality Forest School sessions to whole school, work alongside school staff to develop their knowledge and skills.	Forest School leader to have regular CPD and deliver training to staff.	£1557.57	Successful FS sessions running weekly. Children all engaged and eager to learn.	Continue to deliver high quality Forest School sessions across school, begin to offer Forest School sessions for other schools.
Make links with local secondary schools in MAT to offer a range of activities of activities.	New equipment purchased to allow for different experiences.		A love of learning – children moving out of their comfort zone – creating rope swings, climbing, balancing etc. Children who would usually shy away from physical activity are really engaged in sessions.	
Improve the outdoor equipment for EYFS so that they engage in different physical activities as part of their continuous provision.	Purchase of resources and storage that children can start to access independently so they are initiating their own choice of physical activities and games.	£3000	Children are choosing their own activities which is leading to greater engagement from an early age. Their gross motor skills are improved. Staff are more confident in supporting children to access outdoor activities.	To review the overall outdoor provision and consider investing in other resources or capital investment in the area.

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Signed off by	
Head Teacher:	A Middleton
Date:	April 2021
Subject Leader:	S Franklin
Date:	April 2021
Governor:	
Date:	