

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

## The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils' PE and sport participation and attainment is available on the school website by **31st July 2022**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

<b>Academic Year:</b>	2021-2022 (2020-2021)
<b>Total Funding Allocation:</b>	£21,910 (£10, 284.39) = 32194.39
<b>Actual Funding Spent:</b>	£32073.24

## PE and Sport Premium Action Plan

<b>Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Introduce Forest School into KS1.	Create an area on the infant school site for KS1 to experience Forest Schools, including necessary storage.	£10,000	To contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities. Pupils are given outside experience of nature and learn about the benefits of being outside; improving mental health.
<b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To enable more pupils to actively travel to school using bikes and scooters allowing suitable storage of bikes.	Provide more shelter and storage for the bikes and scooters that are currently inadequate for the demand.	£5000	More pupils are active in travel, increasing activity time and helping with the environment – less traffic around schools and therefore a safer environment.
To enable pupils in Y4-6 to participate in Bikeability.	Enable more pupils than funding is available to take part in these activities as many missed out last year due to Covid.	£200	Pupils will be more aware and confident about travelling on roads and their responsibilities as cyclists.
To enable more pupils to experience bikes/trikes & scooters by introducing them in rec	Enable pupils to grow in confidence using bikes where they may not have access at home	£1000	Pupils will want to actively travel to school and be more active out of school by wanting similar equipment and experiences.
<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Staff to be qualified to teach trampolining	More staff will be able to provide trampolining to enable more pupils to participate	£2000	All pupils will have equal opportunity to take part in trampolining, rather than selected groups.

Leader of PE to attend the PE Sport conference	Being able to network and share ideas	£175	Greater knowledge on policies and ideas for the curriculum.
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Introduce trampolining into KS2	Purchase 2 junior sized trampolines and safety equipment	£5100	Engage more pupils in a variety of sports. Improve fitness and wellbeing in all year groups
Provide better storage facilities for the new equipment	With the new equipment purchased we have realised that we don't have enough storage space. Purchasing 2 more storage containers for the Mead End field, and the Africa site would allow the equipment to be stored safely and avoid damage.	£6000	Equipment will last longer having been cared for.
Enable quality gymnastics to be taught to KS1&KS2	Purchase appropriate sized equipment as ours is only suitable for KS3 according to the guidelines	£8000	Pupils will have the opportunity to explore movement on a variety of equipment that is suited to their size and encourage them to be more confident; also raising the standards and profile of gymnastics in the school.
<b>Indicator 5: Increased participation in competitive sport</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To provide transport/cover costs so pupils can participate in local competitions, and be accompanied by staff.	Money for coaches and minibuses where required in order for pupils to compete.	£1000	Pupils will have experience of different levels of competition, allowing them appropriate levels of challenge and to develop themselves beyond the levels of school.
	Subscribe to the sports partnership to enable more competitions and transport when we are able to.	£2880	

## PE and Sport Premium Impact Review

**NB – This statement covers the remaining funding from 2020/2021 and the academic year 2021/2022**

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Participate in Sustrans events including big pedal.	61.65% of pupils travelled actively over the course of 2 weeks in the big pedal. In total 5602 active journeys were recorded those weeks.	£0	Due to Covid in previous years most pupils walked because more parents worked from home. Now they are more likely to be dropped off on the way to work so they walk and stride.	Keep promoting active travel through the Sustrans initiatives. Bikeability to continue into the next academic year and investigate the possibility of other courses for pupils with regards to bikes and scooters e.g. maintenance.
Introduce Forest School provision for KS1.	The Forest School has been set up with several KS1 classes having the opportunity to take part in a few sessions involving the newly built campfire area and outdoor classroom. Storage has been added to the outdoor classrooms to allow the small resources to be stored there and a campfire pit has been created in a safe area for pupils to learn new skills.	£10,639.77	This has introduced pupils to a new way of learning. We are encouraging a sense of adventure and using a range of outdoor skills to produce confident, independent, resilient individuals, who are able to assess risk, work together as a team and have the determination to persevere with challenges. They are developing the social skills and ability of individuals to respect, appreciate and value each other's differences, make positive behaviour choices and strive to be their best in everything they do, through a balance of support and challenge in their outdoor learning. Pupils are fostering a life-long love of the natural world through enjoyment, play, discovery and experimentation, which will encourage a positive sense of physical and mental health and wellbeing through a connection with nature. They are developing an enduring knowledge and understanding of the natural world and the plants and animals which	The Forest School approach will be an integral part of the curriculum from September 2022. The long term aim is to extend this to KS2. A storage shed will be needed. We are hoping to invite/involve parents in some sessions so they can learn more about what we are doing. More members of staff to be trained to deliver activities through funding next academic year.

			inhabit it, including the relationships between them. Through practical engagement with a range of skills from across the curriculum such as: geographical fieldwork; scientific observation, discussion and explanation; building fires and outdoor cooking; individuals are making links in their learning and will be able to apply their skills in a variety of situations now and in the future.	
Top up swimming	Some of the current Year 5 missed out on swimming due to Covid restrictions whilst at lower school. These pupils came from a variety of schools so we organised a Year 5 top up swimming programme to take place in 2021/2022	£648.23	All pupils in Y5 were able to access top up swimming due to missing out in their lower schools in Y3&4. They completed 11 weeks at Saxon pool in the Autumn term finishing on 6/12/21	The school will return to normal swimming lessons with Y4 from the next academic year therefore not use the sport premium funding.

**Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To enable more pupils to actively travel to school using bikes and scooters allowing suitable storage of bikes.	Pupils have a wide variety of storage to place bikes and scooters but this was not enough so we purchased more. Unfortunately where we wanted to place a bike shed was not possible due to needing ground works before a shelter could be erected.	£372.53	All racks purchased previously were used to full capacity and pupils were able to store bikes and scooters safely but there were still not enough so more of the same racks were purchased. Big Pedal showed 61.65% travelled actively. TRAVEL SURVEY RESULTS from Autumn term show 46.5% walk, 3.56% cycle, 11.15% scoot/skate, 8.07% park & stride, 0.12% train (approx. 0.7 mile walk) giving a total of 69.4%.	Monitor the use of storage and develop where necessary. Consider using Sustrans options for funding a bike shed which will allow the ground to be prepared as well as we were not able to pursue this course of action this academic year.
Participate in Sustrans events including big pedal.	61.65% of pupils travelled actively over the course of 2 weeks in the big pedal. In total 5602 active journeys were recorded those weeks. The school promoted Walk to School week through community circles and assemblies.	£0	Due to Covid in previous years most pupils walked because more parents worked from home. Now they are more likely to be dropped off on the way to work. No data was collected from Walk to School Week. Pupils received assemblies and community circles to strengthen their	Keep promoting active travel through the Sustrans initiatives. Bikeability to continue into the next academic year and investigate the possibility of other courses.

			understanding of the environment and why active travel is beneficial to their health.	
To enable pupils in Y4-6 to participate in Bikeability.	Outspoken ran sessions for Y4, Y5 and an opportunity for Y6 to catch up due to missing out with Covid. 40 Y4 pupils took part in Level 1 Bikeability; 36 Y5 & 11 Y6 pupils took part in Level 2 Bikeability.	£0	Free funding through central beds meant no funding was used to promote this. More parents are willing to allow pupils to travel on roads due to this training.	Courses have already been booked for Year 5 (February 2023) and Year 4 will be booked once available dates have been released by the company.

**Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Staff to be qualified to teach trampolining	This didn't occur due to the costs and timetabling involved as it required all staff for more than one day training.	£0	None	To investigate courses once the PE teachers are identified for next year.
Leader of PE to attend the Children and Young people PE and physical activity conference	Leader of PE attended (18/5/22) and was able to network, gain useful resources and gain an increased understanding of the Children and Young People Strategy.	£175	These were shared with current PE teachers to enable all staff to be aware of the strategy.	To disseminate information to new staff from September 2022 and attend the conference next year to strengthen our networking.

**Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Purchase specialist equipment for the KS2 pupils in the ASD provision	4 balance beams were purchased for regular use in the ASD provision. Pupils with autism have co-occurring difficulties such as sensory processing needs, developmental coordination difficulties and poor muscle tone. Their proprioception and vestibular difficulties mean that they avoid anything physical so using a variety of equipment such as balance beams are a beneficial way of developing and improving these skills.	£118	It has been really hard for the pupils but the staff in the provision have used the balance beams regularly to aid pupils' control and balance which has noticeably improved since using the equipment.	To continue using these for next year's new intake into the KS2 provision.
Introduce trampolining into KS2	Purchase of 2 junior trampolines has allowed pupils in certain classes to experience trampolining in lessons.	£5520	KS2 pupils have had the opportunity to experience trampoline lessons as part of the curriculum, which they never did before, but	To train other staff so that more pupils can access this equipment and lessons.

			also in other aspects such as the Tenner challenge, organised by Year 8.	
Provide better storage facilities for the new equipment	Sheds purchased for both sites; storage boxes for equipment purchased last year	£3471.66	There is more room in the cupboards allowing equipment to be stored safely and allowed more to be purchased.	Keep cupboards organised and tidy so equipment can be used by pupils long term and will remain in good condition.
Enable quality gymnastics to be taught to KS1&2 by purchasing age appropriate equipment	Staff in KS1&2 given INSET time to look at logistics of gym equipment and health and safety to help them feel more confident	£6446.79	More pupils having quality gym lessons and using quality and age appropriate equipment	Monitor use of equipment to see if there is more that needs to be purchased. Training for KS1/2 staff on moving equipment and setting up apparatus
Additional equipment for purchased for KS1/2	Smaller, softer balls purchased for KS1 as the balls were too hard/large. Dance scarves purchased to fit the new scheme of work. Another set of archery equipment with further resources and more suitable arm braces as these were too small for Upper KS2. Sports hall athletics equipment and resources for new sports for KS2 with size appropriate equipment - handball and tchoukball.	£2116.26	Pupils have opportunities to develop skills and confidence using the correct equipment. Dance resources help develop movement and coordination in dance. Pupils have increased opportunity to take part in archery which has proved successful with better arm braces for Upper KS2. Pupils will be able to do vertical jump and standing long jump using correct sized equipment for sports hall athletics. Tchoukball can be used with the crazy catch we purchased last year to introduce new sports and encourage pupils to learn new skills/sports.	Monitor use of equipment and whether more is required to ensure more time participating instead of waiting to share equipment.

#### Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Money for coaches and minibuses where required in order for pupils to compete.  Subscribe to the sports partnership to enable more competitions and transport when we are able to.	Opportunities were limited up until the Summer term to compete. We were able to enter the East Beds KS2 quad kids competition with teams in y3/4 (3rd place) & y5/6 (2nd place) and the Y5/6 Football competition	£2565	Pupils could once again experience competition and socialising with pupils from other schools.	Continue subscription to partnership so that we can increase opportunities as things open up a bit more next year.  Introduce these sports to pupils within the curriculum next year.

	Y2 took part in the commonwealth legacy project on 4th July led by our SGO.		Pupils were introduced to new sports and the school was provided with equipment and resources to continue these sports.	
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## Meeting National Curriculum Requirements for Swimming and Water Safety 2021-2022

<b>The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort</b>	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?	61%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	49%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	34%
Schools can choose to use their 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?	<b><u>Yes/No</u></b>