

## Sports Premium Report 2021-2022



Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/22, as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2022** at the latest.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• All the children took part in a high quality PE curriculum</li> <li>• Year 4 and Year 3 completed their course of swimming</li> <li>• Year 5 and 6 offered swimming top up sessions</li> <li>• Bikeability (Cycling proficiency) took place for Year 5</li> <li>• Large number of inter school sports events, competitions and festivals took place</li> <li>• Large number of places offered for children to take part in extracurricular sporting activities e.g. cross country</li> <li>• Increased number of extra curricular sports clubs available to children on site after school</li> <li>• Sport remains a high profile feature of the school through newsletter, assemblies and notice board recognised by achieving the Gold Sports Mark.</li> <li>• Sports Leaders role are strengthened.</li> <li>• Key Stage 1 and 2 sports days took place with parent attendance</li> <li>• Curriculum offer included making use of local facilities – tennis club, secondary school sports fields, local leisure centre, dance centre etc</li> <li>• PE and sport curriculum offers children a wide variety of opportunities such as Lacrosse, cross country.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal review meetings (3 times a year) between Headteacher and Sports lead to review progress, impact and next steps</li> <li>• Formal reporting of progress to School Improvement Committee (3 times a year) to assess impact of funding.</li> <li>• Increase the number of non-competitive and participatory events</li> <li>• To be involved in creating own 'Festival of Sports' event with NW24.</li> <li>• Continue to develop the impact of leadership of PE by sharing learning from training events and research with a focus on inclusion.</li> </ul>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Meeting national curriculum requirements for swimming and water safety.	98%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	98%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
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?	No – Catch up sessions provided with a focus on meeting national standards

<b>Academic Year:</b> 2021-2022	<b>Total fund allocated:</b> £19,600	<b>Date Updated:</b> 25.6.2022
<b>Headteacher:</b> Richard Bamber	<b>Sports Lead:</b> Jane Whitaker	<b>Governor:</b> Will Sefton

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**Key indicator 1:** The engagement of all 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	Sustainability and suggested next steps:
<p>To ensure that all pupils take part in regular physical activity to encourage them into a healthy lifestyle (at least 30 minutes a day)</p>	<ul style="list-style-type: none"> <li>• A wide range of activities are offered to children on a weekly basis during PE lessons.</li> <li>• Opportunity during the school day for dance breaks and movement breaks</li> <li>• Specialist coach input e.g. tennis</li> <li>• Science and PSHE curriculum promotes healthy living as do other school policies such as healthy snacks</li> <li>• Children are encouraged to walk/bike/skate to school.</li> <li>• Opportunity for children to take part in the net area to play football at lunchtime</li> <li>• After school clubs are available</li> <li>• Extra break time included this year to encourage movement following COVID 19</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled curriculum activities throughout the year. Range of extra-curricular opportunities offered to children which included extra-curricular clubs and enrichment days/ residential visits where a variety of Outdoors and Adventurous Activities are offered.</li> <li>• Children signposted to external local clubs e.g. Westbury Harriers, Westbury &amp; United HC</li> <li>• The curriculum scheme of work and resources are challenging and offer variety.</li> <li>• Parent survey results 91% agree or strongly agree that there are clubs and activities for children to join 87% agree or strongly agree that the school encourages children to be healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Review lunch menu with provider</li> <li>• Re launch healthy snack and lunchbox initiative.</li> <li>• Increase outdoors and adventurous activities provision e.g. Mojo active, residential visits, wellbeing days (skipping workshops)</li> <li>• Develop links with Active Travel partnership (LV)</li> </ul>

<p>Lunchtime staff trained to engage children to take part in different physical activities at lunchtime.</p>	<ul style="list-style-type: none"> <li>• Provide good quality play equipment e.g. skipping ropes</li> <li>• Make good use of zones e.g. net, snug astro etc.</li> <li>• Peer mentors trained to facilitate play.</li> <li>• Student voice used effectively to improve play time opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased spend on playground equipment</li> <li>• School council minutes show discussions around improving play times</li> <li>• Peer mentor training notes</li> <li>• Positive feedback from children</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Key Stage 1 playground (line painting)</li> <li>• Increase 'snug' play on offer</li> <li>• Investigate costs of employing sports leaders</li> <li>• Re organise playground rota</li> <li>• Train peer mentors to enable playground games.</li> </ul>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>To ensure that Physical Education, School Sport and Physical Activity profile</p>	<ul style="list-style-type: none"> <li>• All sports tournaments are reported on in the school newsletter and assemblies, achievements of individuals are also included and celebrated.</li> <li>• To maintain Gold Award</li> <li>• Plan for Sports days and Sports activity days and sports festivals</li> <li>• Regular updates in the newsletter and webpage revamped.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports achievements are regularly celebrated as evidenced in weekly newsletter.</li> <li>• Parents attended sports days and external tournaments</li> <li>• PE as subject is more visible to stakeholders</li> <li>• 1,086 children attended a sport activity outside of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the role of the Sports' Leaders in show casing sports.</li> <li>• Ensure calendar of events are shared and understood by parents/staff .</li> </ul>

<p>Subject leader to drive school improvement</p>	<ul style="list-style-type: none"> <li>• Clear action plan and impact document completed</li> <li>• Link governor role established with clear outcome document produced.</li> <li>• Resources are audited to ensure budget is spent on equipment needed to fulfil the PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• PE is regularly discussed in the context of wider school development.</li> <li>• Subject lead monitors and coaches school staff and ensures Knowledge Organisers are used to assess children's progress</li> <li>• Governors and SLT actively engaged in the strategic improvement of PE</li> </ul>	<p>Increased monitoring of subject implementation</p> <p>Sport lead to develop quality of education on offer with reference to Ofsted requirements. Attend training and disseminate to staff as appropriate e.g. email, staff training.</p>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Raise the quality of learning and teaching of PE, Sport and physical activity.</p>	<ul style="list-style-type: none"> <li>• Opportunities for teaching assistants to work alongside coaches throughout the year e.g. tennis, dance, sport activity, multi sports days to upskill and model coaches expertise. Transferable into playground and social skills groups</li> <li>• P.E. lead attends local SSP networking meetings with other local primary schools to develop practice.</li> <li>• To make use of shared drive structure to share high quality resources</li> </ul>	<ul style="list-style-type: none"> <li>• High quality PE lessons delivered either remotely or face to face This includes specialist Key Stage 1 PE coaching, tennis coaching, dance coaching, swimming coaching. School staff present to learn skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Train an HLTA in delivering a high quality curriculum.</li> <li>• Investigate adding a dance coach to the professionals we currently use.</li> </ul>

	<ul style="list-style-type: none"> <li>To embed Champions scheme of work in school practice.</li> <li>New PSHE scheme of work adopted to include: Promoting good health and carrying out first aid</li> </ul>	<ul style="list-style-type: none"> <li>Champions scheme of work embedded and monitored.</li> <li>Knowledge Organisers show progress and are assessed by teachers. End of year report shows progress and attitude to learning.</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>To provide a variety of sports and PE activities to ensure that all children have the opportunity to find a physical activity that they enjoy and can continue out of school and into later life.</p>	<ul style="list-style-type: none"> <li>The second half of the year saw children taking part in a range of extra curricular activities and sports including cross country and football. These gave children the opportunity to meet professional sports coaches and network with peers to inspire continuing outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Creating and sustaining relationships with community partners such as Redland Green School, Bristol University and</li> <li>Redland Tennis Club has enabled us to offer such a varied range of sports to the pupils</li> <li>Signposting to external clubs so that children can receive specialised coaching</li> </ul>	<ul style="list-style-type: none"> <li>To keep reviewing the content and range of sports and activities offered to all pupils.</li> <li>Provide more opportunities for children to take part on extracurricular sports with identified partners.</li> </ul>

		<ul style="list-style-type: none"> <li>• Signposting to online resources via the newsletter.</li> <li>• Tennis coaching and dance for year 3/4/5/6</li> <li>• Multi skills coaching for years 1/2</li> <li>• Bikeability for Year 5</li> </ul>	
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Key indicator 5: Increased participation in competitive sport			
Intent	Implementation	Impact	Sustainability and suggested next steps:
To encourage children to get involved with competitive sport as part of school activities and also independently.	<p>Subject lead identified a variety of sport competitions and tournaments across yr 3/4/5/6 to participate in, entered teams and individuals and then supported them during their participation.</p> <p>Subject lead organised sports days and sports festivals</p> <p>Subject lead has the knowledge to sign post students to local clubs if the child is subsequently enthusiastic.</p>	<ul style="list-style-type: none"> <li>• Children are actively encouraged and achievements are celebrated.</li> <li>• Achievements range from overcoming nerves to taking part to winning. The positive framework encourages other children to want to participate in school competitions. Many children now participate</li> </ul>	<ul style="list-style-type: none"> <li>• Links with local providers and network leaders</li> <li>• To investigate setting up our own festival of sports.</li> </ul>

	Commonwealth Games values have been highlighted to participants at various external tournaments	competitively with local clubs.	
To ensure that all KS2 have the opportunity to experience competition during school activities	All classes in Key Stage 2 participated in a Festival of sports competitions with other schools.  Variety of inter house sports activities over the year run by sports leaders	<ul style="list-style-type: none"> <li>• Sports day</li> <li>• Festivals of sports</li> <li>• Various extra curricular competitions</li> </ul>	Develop established links with other interested primary schools

Key Actions	Key Indicator	Spend 2021-2022	Comment
Specialist sports Coaches and play leaders	1,2,3,4,5		
Sports Lead	1,2,3,4,5	£15401	PE Coordinator
Offsite Transport	1,2,3,4,5	£3500	Coaches to PE and Swimming
PE equipment and resources including online	1,2,3,4,5	£450	
Sports and play infrastructure	1,2,3,4,5	£6500	Hall, pitch and swimming pool hire
Total allocation including carry forward	£19,600		
Total spend	£25, 851		
Carry forward 2022-2022	£0		



Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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