**Evidencing the impact of Primary PE and Sports Premium 2021-22 at Mayespark Primary School.**

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| * Develop teachers’ confidence in using the new scheme of work and providing children with the year group coverage while understanding the intended outcomes. * A 5.7% decrease in obesity levels between 2017 and 2019 in Year 6. * A 24.2% decrease in excess weight across Year 6 children between 2017 and 2019. * A 3% decrease in excess weight across reception children between 2017 and 2019. * Joining and maintaining contact with sports networks to increase competitive sports. * Children have an increasing amount of opportunities to participate in competitive activities which are inclusive. * The introduction of the Daily Mile across all year groups. * Purchased age appropriate PE equipment. * Extensive range of equipment and appropriate storage. * Continued using different resources (daily mile, change4life, walk to school, online, DVDs) to keep children active during school times. * Taking part in the Walk to School challenge. * Developing sports facilities around the school to promote daily physical activity. * Supplying PP children with sports equipment to help promote living an active lifestyle * Improving swimming attainment through additional interventions. Swimming now starts in year 4 and targeted children will have additional top-up sessions in year 5. | * Support ECT’s in using the new scheme of work and providing children with the year group coverage while understanding the intended outcomes. * Develop a simple assessment framework for teachers to be able to record their assessments of their children against the unit objectives and end of key stage outcome targets. * To continue the introduction and development of Sports leaders (Year 4 and 5) * Organise sporting role models to visit the school. * Continuing to find effective ways for children to be more physically active within the classroom. * Continue to offer a wide range of extra-curricular sporting activities with a focus on expanding to those in KS1. * To lead workshops and further parent support. * Develop partnerships with outside agencies and links with community sports. * To restart participation in the School Games and inter-school competitions. * Beginning to include support staff in more PE based activities. * To organise trips to sporting evenings. * Work with staff, parents and children to promote active travel to school. Travel survey showed that 55% of all staff and pupils actively travel to school, 8% use public transport and 37% come by car. |

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| **Meeting national curriculum requirements for swimming and water safety.** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 62% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 70% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 70% |
| 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 |

**Action Plan and Budget Tracking**

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| **Academic Year:** 2021/22 | **Total fund allocated:** £2200 | **Date Updated: 18th July 2022** | |  | |
| **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 | | | | | Percentage of total allocation: |
| 10.1% |
| **Intent** | **Implementation** | | **Impact** |  | |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: | |
| Encourage children to be more physically active at playtimes and lunchtime. | Purchase a range of playground equipment that meets the sporting interests of the children. | £606 | There has been a reduction in the number of playtime incidents due to stations being set up with different equipment to keep the children engaged.  Children have the opportunity to play games/sports of their choice which has led to an increase in participation. Teachers, LSA’S and middays organise equipment during play and lunch sessions.  With the help of the sports leaders arranging and setting up games for KS1 lunchtimes 92% of the 100 children asked said they use the new equipment at least three a week. | Equipment will be made available for future years. Sports leaders have been trained to support mid-day supervisors in leading activities and games with the new equipment. Continued monitoring of equipment and confidence of staff. Sports leaders to be trained to lead games for KS2 playtimes and lunchtimes. | |
| Opportunities for pupils to be physically active within the school day. | Promote the Daily Mile  Take part in Living Street Walk to School Competition. | £384 | Currently, all the pupils in our school complete the Daily Mile at least 3 times a week on average. We have witnessed a visible increase in the stamina and fitness levels of most pupils as they try to beat their personal best times and laps.  Children surveyed commonly said that they enjoyed the daily opportunity to get outside in the fresh air and be active with their friends and teacher.  Travel survey showed that 55% of all staff and pupils actively travel to school (up 13% from 20/21), 8% use public transport and 37% come by car.  During the week of the competition there were 2,990 active journeys to school recorded. | Raise the profile of the Daily Mile and continue to monitor participation to increase class average. Introduce an afterschool cross-country club for our most ardent runners. Track KS2 results in the coming years to see what role the daily mile is having on academic success by improving our pupils’ confidence, focus and resilience.  Continue to promote actively traveling to school. Take park in the STARS accreditation programme and WOW Living Streets project. | |
| Develop a system of year 4 and 5 sports leaders to further support the engagement of children in physical activity throughout the day. | In January, 24 of our Year 4 and 5 children were selected to become our first sports leaders. They received two weeks of training on how to promote being active during lunch, lead and set up a range of different games.  Sports leaders worked with Middays to engage KS1 children to be active during lunchtimes.  Sports leaders to be provided with jackets, badges and new equipment to use. | £375 | A marked increase was seen in the number of KS1 children engaging in physical activity during lunch compared to before Sports Leader were introduced. 82% of children took part in games at lunch at lease 3 times a week.  Sports leader helped during sports days and supported the SEN children across the school. This meant that the children with more profound needs were able to take part and compete in the activities. Parents fed back their appreciation | The current Year 4 and 5 sports leaders will continue their roles in September. The children will receive more training on how to coach the KS1 children in games.  The sports leaders going into Year 6 will now work with the KS2 children and Middays at lunch.  In January 2023, a new group of children will be selected from Year 4 and trained as sports leaders. | |
| To ensure equipment available enables all pupils to participate in physical activity. | Equipment has been purchased to support inclusion within PE lessons for children with additional needs. The equipment purchased has also been used to support children to participate in borough wide competitive competitions. | £860.77 | Children who may have previously been unable to participate or may have found lessons difficult to access have been able to take part in physical activity appropriate to the level of support they require.  Children have been able to access the lessons.  There was a boost in confidence shown in the children who previously competed in a local boccia tournament leading to an increase in participation in lunchtime games. | Monitor the use and train staff on how to lead activities. Staff receive training on how to adapted lessons to meet the needs of the children within their classes.  Regular checks to be carried out to ensure to upkeep of the area.  These resources are sustainable and can be used for a variety of uses with all children, not just those with additional needs. The next step is to expand the amount of equipment the school has for children with additional needs in the coming academic year.  Take part in upcoming SEN tournaments. | |

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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: |
| 12.3% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: |
| Update our health and safety regulations in PE. | Purchase AFP health and safety book.  Update PE policy with updated health and safety procedures in place.  Upload to EVERY so all staff are aware of health and safety regulations. | £50 | Ensure health and safety is maintained | Continued monitoring of lessons to ensure teachers and children are aware of health and safety guidelines.  Analysis of accidents continues and comparisons made. |
| Increase the amount of sports specific equipment across the school. | Teachers reported that they were on occasions unable to fully complete the lesson plans due to lack of or broken equipment. An audit was carried out and items were brought or replaced and stored securely. | £569.95 | Teachers have reported that equipment is available and easier to find. New scheme of work can now be followed and children have the opportunity to use a range of different sports specific equipment. | Equipment will continue to be monitored and serviced for future use. Children have been taught how to use and value the equipment. Teachers and middays to supervise to ensure correct usage. |
| To remove any potential barriers to participation in PE lessons. | Spare school PE kit to be brought in a range of sizes for each year group. Consisting of top, bottoms, shorts and appropriate footwear. | £500 | More children will be able to take part in essential learning opportunities and be active during the school day. | PE kits to be returned after lessons and washed after use. A tracking system will be put in place to record which children do not have or consistently forget to bring in the correct clothing to avoid children being reliant on the spare uniform. |
| To raise the profile of representing Mayespark in sports competitions. | Kits to be purchased for the children to wear to competitions. Children to be asked to vote on the design they would like. | £1579.04 | The children felt motivated to wear the kits they said they felt a sense of achievement when selected to represent the school. | Kits to be collected after each competition and stored appropriately in the correct place. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 18.5% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: |
| To develop the subject knowledge and standard of delivery in PE lessons for all staff. | Use of PE specialist coach (Premier Sports) to mentor and support teaching staff over a six-week block of lessons, including team teaching and informal observations. | £1857.50 | All staff received 6 lessons of support from a specialist coach. Before the block of 6 lessons, staff members were asked what areas of PE they felt they would like support with. All staff members reported they felt more confident in teaching PE. | CPD to continue next year, all teachers said they would like to have the support again. A focus to be place on how to assess the children within a PE lesson. |
| To increase knowledge for subject leader who will implement any changes needed within the school. | Attendance at various quality assured courses throughout the year | £200 | Courses attended have provided the subject leader with information on how to lead and assess PE within the school. Curriculum map has been developed and will be shared with staff to support teacher’s assessments of children in PE | ECT to have additional support. |
| Join afPE (School Membership) | Access membership information on afPE website and email to ascertain relevant information regarding cost/benefits/etc. | £152 | Access to specialist and expert support, thus keeping the school fully up to date. | Introduce the new scheme of work for PE, curriculum map, medium term plans, intra competition schedule and assessment tools. |
| To continue to support staff with the Implement a new high-quality whole school P.E scheme to ensure skill progression is evidence as children move through the school. | Training staff on how to deliver the new scheme with the use of a specialist coach. | £1857.50 | The scheme provides a range of activity-based units of work that are progressive from Key Stage One upwards: fundamental movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two National Curriculum programmes of study for Physical Education.  The impact on attainment in PE will be tracked over the next 2 years. | Membership will be renewed each year. PE leader to attend online webinars as continual CPD.  Hold training on how to use the new scheme of work and introduce the new curriculum map with progression embedded. Monitor teachers understanding of the scheme and its impact on attainment and progress.  The updated curriculum map and scheme of work will be used for the foreseeable future (with yearly reflections) to ensure as many children at the school as possible receive high quality PE lessons.  All teaching staff are to receive a 6-week block of CPD on the delivery of the new scheme of work. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 56.6% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: |
| To offer a wider range of afterschool clubs both within and outside the curriculum in order to get more pupils involved in sports. | 5 afterschool sports clubs to be on offer weekly, sports to be changed termly. A sports specialist to run the extracurricular clubs. | £7282 | On average 72 children a week took part in an afterschool sports club. Children were offer range of different sports throughout the year rugby, football, athletics, cricket, karate, basketball and tennis. | Continue to offer a minimum of 5 afterschool sports clubs a week with the aim of growing to 8 a week. |
| Pupils to be surveyed on which afterschool clubs they would like the school to offer. |  | Clubs grew in popularity as the year went on with most clubs in summer term at full capacity. | A pupil voice to determine which sports they would like to experience next year.  Recruit more staff members to run clubs as well as outside coaches. |
| Extend the use of specialist equipment for children. | Climbing wall hire. | £500 | Year 4 pupils who participated in climbing wall expressed how fun and engaging it was and said they were more likely to try different activities in the future. |  |
| Support the Forest School concept to embed physical activity in learning. | Working with members of Our Space and school Learning Mentors to arrange equipment and cover for training. | £390 | This encouraged our children to be active while learning.  Class teachers have also remarked on improvements in the classroom relating to:  Increased compliance and improved behaviour.  Greater concentration in written tasks.  A greater motivation across other curriculum subjects | Teachers to have training in using the new equipment safely and effectively. Continue to monitor the children who are in most need of the Forest School concept. This program will provide many opportunities for some of our children and improve their curiosity, communication, co-operation skills, teamwork, special awareness, motor skill development and an increase in physical activity.  Work with learning mentors on expanding the opportunities on offer currently. |
| Top-up swimming for Year 5 pupils to support children in meeting the national curriculum requirements for swimming and water safety. | Book swimming facility and instructors for an extra term of swimming. Schedule top-up swimming into the PE curriculum map. Work with swimming instructors to identify children needing extra support. | £4272 | Due to school closures top-up lessons started this year. | Monitor outcomes of top-up lessons on meeting national requirements. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 2.3% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding |  | Sustainability and suggested |
|  |  | allocated: |  | next steps: |
| To provide children with opportunities to apply the sporting skills they have learnt to compete against children outside of their school setting.  To promote Sport Day and a return to competitive sport. | Identify opportunities within the borough and build relationships with nearby schools to create competitions and tournaments.  Continue working with alongside 5 other schools in the borough to set up a Sports and PE Network. This network of schools has since devised a calendar of big events across the year for cricket, netball, dodgeball, Boccia, and multi-skills, including a celebration event in July in which gymnastics and dance groups will attend from each school. The Network is also seeking to be as inclusive as possible with local special needs schools attending the events.  Select and attended School Games competitions that children express interest in.  Identify events children enjoy taking part in and provide equipment.  Reward children demonstrating the School values and for taking part. | Cover for staff to attend matches and network meetings - £200 (network has no cost to participate)  Some specialist equipment for events has been purchased (please see key indicator 2)  Travel to competitions - £120  £190.83 | This academic year we have increased participation opportunities by attending tournaments held by 2 Sports Networks and School Games events. This has created an excellent atmosphere surrounding competitive sport, with training for competitions regularly at full capacity. Children have shown lots of enthusiasm, asking when tournaments will be held and if they can train during lunchtimes.  A notable achievement was the increase in participation and interest in a girls’ football team.  Being a part of the PE Networks has meant that participation in events have been regular (2 a half term) and across both Key Stages. Targeted groups such as SEND have also had an increase in opportunities to take part in healthy competition. | Continue to work with the surrounding schools to provide regular competitions. Increase the number of SEN events attended next year.  Offer training to staff to take on a sport to develop with pupils - lunchtimes / afterschool (particularly for girls).  Work with Early Years Foundation Stage (EYFS) and Key Stage One (KS1) staff to provide appropriate competitive opportunities.  Pupil voice to determine which sports children enjoy competing in.  Equipment to be stored away for next year.  Pupil voice to be carried out to find out the success of the day. |

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| Signed off by | |
| Head Teacher: | E Davies |
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