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Primary PE and Sports Premium Report 2020-21



Primary Sports Funding at Field Lane Primary School 2020-2021

What is Primary Sports Funding?

The Government invest £320m per year directly into primary schools with the objective of achieving self-sustaining improvement in the quality of PE and sport. There is a long term vision that all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Key performance indicators for schools are:

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



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Pupils enthusiasm in PE • Children using the taught skills • Before and after school clubs are well attended and the range of clubs available is expanding • A programme of competitive sports is in place across the trust • An enthusiastic team to drive forward improvements • Enthusiastic sports lead that the children respond very positively to and look up to as a role model. • Physical activity has strong links to personal development • Leaders are clear about the direction of improvements. 	<ul style="list-style-type: none"> • Increase the daily amount of daily activity for all children • Expand the circle of schools that we compete against in competitive sports • See personal development SDP • Develop the competitive sports programme • Develop the PE curriculum to identify progression in skills • Develop the skill of the PE in monitoring the PE provision in school.

* Due to COVID19 school swimming sessions will not commence in Autumn Term as planned.

Meeting national curriculum requirements for swimming and water safety in the academic year 2020-2021	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?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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: 2020/21	Total fund allocated: £	Date Updated:		
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				Percentage of total allocation: %
School Objective and impact	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to Improve access to lunchtime sports activities	<ul style="list-style-type: none"> • Provision of a lunchtime play-leader to lead activities at lunchtime • Develop a bank of activities/games that can be played at lunchtimes. • Train mid-day supervisors in games facilitation • Train a new group of selected children to become play leaders • Resources sourced for children to access during lunchtimes • Mr Middleton to lead a sporting activity at lunchtimes on days he is in school • Maintain the 1 k a day at lunchtime and look at mapping out a permanent track. • Review the structure of lunchtime and the play space available for younger pupils. 	£1872 Lunchtime play leader Max's time Play equipment Time to train play leaders	<ul style="list-style-type: none"> • Children have the opportunity to participate in a wide range of sport activities at lunchtimes • Increase children's sporting skills • develop children's understanding of team games and ability to play in teams. • Children gain an increased sense of responsibility and confidence in leading sport activities • MDS are confident and proactive in leading sport based activities at lunchtimes • Children are fitter and improved mental well being 	

<p>Improve access to before and after school activities</p>	<p>Conduct a parental and pupil questionnaire to canvas opinion on extra-curricular provision</p> <p>Introduce an early morning energy sports club Y2 to Y6 -1 morning a week</p> <p>Continue to develop the after school sports activities in-line with survey</p> <p>Provide free after school sporting activities</p> <p>Teaching Assistant to coordinate the provision of after school clubs</p>	<p>Staffing cost after school clubs coordinator £3139</p> <p>Sports coordinator £3744</p> <p>Time for PE coordinator to monitor the clubs- survey etc.</p>	<ul style="list-style-type: none"> • All children have access to the after-school sporting/physical activities • An increase uptake in clubs attended by all groups of children 	
<p>To develop self-confidence and team work skills in identified children</p>	<p>Participate in initiatives to develop forest school provision</p> <p>Identify the children that would benefit from forest school provision</p> <p>Develop an action plan around the implementation of forest schools.</p>	<p>£300</p> <p>Staffing costs to implement</p>	<ul style="list-style-type: none"> • Children have experienced success • Children are developing resilience • Children have the opportunity to reflect on their own strengths and characteristics • Children are exposed to experiences they would not normally have 	
<p>Improve gross and fine motor skills for EYFS pupils</p>	<p>Additional support in early years to develop children's gross and fine motor skills</p>	<p>£936</p> <p>Time for Max</p>	<ul style="list-style-type: none"> • Children develop strength and build on their gross and fine motor skills. • Children develop social, turn taking and team work skills 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise the profile of personal development and physical activity for all stake holders.	<p>Develop the personal development section of the website to include information for parents supporting children with sustainable physical activity.</p> <p>Use the blog to promote the physical activity opportunities provided in school. Add 50 things to try before..... to school blog.</p> <p>Link to Personal development SDP</p>	£100	<ul style="list-style-type: none"> • The profile of personal development is heightened within school. • Expectation around physical activity are raised • Personal development and physical activity is embedded within the curriculum 	
Physical activity is embedded across the curriculum and a drive for school improvement	<p>Using the http://www.yorkshiresport.org/wp-content/uploads/2018/09/Daily-Physical-Activity-in-Primary-Schools.pdf</p> <p>Plan a physical activity curriculum map exploring</p> <p>Introduce the mile a day initiative, go noodle, cosmic yoga, Wake Up Shake Up</p>	No cost	<ul style="list-style-type: none"> • Children are more engaged in learning • Children are less sedentary • Children a more aware of the link between physical activity and general well being 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure there is continuity and progression in the development of skills in the PE curriculum	Subscriptions for the scheme of work purchased in the last academic year that incorporates skills development across the year groups.	£200 per year Cost of the curriculum Time to add the skills to the curriculum	Children have access to good quality PE /sport session in school. Teachers have a clear framework for planning which gives structure, progressions and develops children's skills in PE. Teachers are more skilled and confident in delivering PE sessions.	
To improve the quality of PE teaching	As part of the school development plan CPD to be delivered on skills taught in PE and the progression throughout school.		Teacher knowledge and expertise in teaching PE to improve Children's skills and abilities in PE to improve Children's fitness to improve.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the percentage of children able to meet the national curriculum expectations in PE	Provide additional swimming lessons for those children who need more time to meet the national expectations for swimming Develop an assessment tracking spreadsheet to monitor progress in swimming and be able to target children for addition swimming intervention.	£150.35 x 38 = £5713 Additional cost to the current swimming budget	To increase the percentage of pupils who can meet the following <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres 	

			<ul style="list-style-type: none"> Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	
Pupils have the skills and knowledge to keep themselves safe when riding their bikes.	<p>Increase awareness of safety on the road when using bikes</p> <p>Pupils to participate in the year 4 and year 6 bikeability courses</p>	free	<ul style="list-style-type: none"> Children to have an awareness of the dangers on the roads Children to know how to ride a bike safely on the road Children to have increased confidence to ride their bikes on the roads 	
Pupils have the skills and knowledge to keep themselves safe when riding their bikes.	<p>Increase awareness of safety on the road when using bikes</p> <p>Pupils to participate in EYFS/KS1 bikeability courses</p>	free	<ul style="list-style-type: none"> Children to have an awareness of the dangers on the roads Children to know how to ride a bike safely Children to have increased confidence to ride their bikes 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the opportunities for children to participate in competitive sports	<p>Competition Programme Including: netball, football, rugby, hockey, cross country, athletics, and sports superstar competitions throughout the year for groups of pupils in KS2.</p> <p>Remove some of the barriers preventing pupils attending competitive sports -use of the mini buses to transport pupils to</p>	free	<ul style="list-style-type: none"> Increased opportunities for children to compete both within school and against other schools. Increased knowledge of the role of fair play and sportsmanship. Increased confidence in own skills Opportunities to participate 	

	competitive events and sporting activities		in a wider range of sporting activities. <ul style="list-style-type: none">• More pupils participating in competitive sports outside of school	
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