



2021-2022

Primary PE and Sport Premium Plan



Mrs L Cload

Park Mead Primary School

2021-2022

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ Successful participation in inter and intra-school competitions against Federated partnership schools. ✓ Increase in fitness levels as follows: 70% of children have shown an improvement in their fitness levels when measured against their baseline test. ✓ Participation of vast variety of sports to broaden pupils knowledge. ✓ Successful CPD of teachers ✓ Increased participation by SEN children to enhance learning and social interaction through sporting events. 	<ul style="list-style-type: none"> • Improvement of friendly competitive activities during break and play times. • Development of teacher and learning mentor CPD. • Further opportunities for children to experience a variety of different sports and activities in a competitive setting. • Further increase in SEN uptake of extra-curricular clubs and competitions.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres?	80%
What percentage of your current Year 6 cohort uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66.66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93.33%
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 Booster sessions for children in year 6 who have failed to meet the National Standard

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 students today and for the future.

Financial Year: April 2021 - March 2022	Total fund allocated: £16,968 Carried forward from 2020-21: £5,120 Total spend: £22,088	Date Updated: April 2022		
Key indicator 1: The engagement of <u>all</u> 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: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue with the 'Active Mile' to get <u>all</u> pupils undertaking an additional 30 minutes of physical activity at day alongside their curricular PE and challenge all pupils to improve on their own personal bests.	Employ PE Coach to: <ul style="list-style-type: none"> Implement 'The Active Mile'. This will included baseline and summative assessment, an electronic recording system for children to measure progress, certificates and timely assemblies. Provide physical activity sessions for all classes with a focus on teaching children what it means to be 'A Fitter Me' (healthy lifestyle and pursue healthy habits) Provide lunch time and after school active clubs, involving competitions, with a focus on increasing physical fitness levels with a range of sports. 	£499 2.2%	<ul style="list-style-type: none"> Termly reporting of the 'Active Mile' impact on overall school progress. Termly reporting of the 'Active Mile' on individual class progress. Termly reporting of the 'Active Mile' on individual pupils to help target specific interventions of support. Annual Baseline and end of year report to show overall impact across the academic year for both whole school, classes and individual pupils. Termly Assemblies to demonstrate impact and boost motivation. Display board to show impact, tracking of performance and boost motivation and friendly competition. Leaderboard displays for break and lunch competitions to increase engagement. 	<ul style="list-style-type: none"> Incorporate additional miles challenge for pupils outside of school to build a whole year approach to exercise, fitness and health. Incorporate additional competitive elements against other schools to help increase motivation and engagement.

Increase physical activity at break and lunch times (at least 15mins). Introduce high intensity activities to raise heart rate.	Purchased Netball Posts and other playground equipment.	£320 1.4%	<ul style="list-style-type: none"> Increase in participation through inter and intra based competitions. Increased levels of active participation during bike, trikes and scheduled times. 	<ul style="list-style-type: none"> Develop school netball team to engage in competitive events across the academic year against other schools. School events internally and externally incorporating cycling.
	Purchased bike helmets to ensure bikes, trikes and scooters used to increase physical activity during break, lunch and scheduled times.	£543 2.4%		

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:
				2.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Monitor the use of the Primary PE and Sports Premium and report to governors.	Provide Subject leader release time to monitor the use of the Primary PE and Sports Premium and report to governors	£500 2.2%	<ul style="list-style-type: none"> Termly reports on selected areas of intervention, along with guidance of where the school aims to be by end of next review. Online application has been submitted for the school games mark for 2022. 	<ul style="list-style-type: none"> Further increase into communication and reporting to further develop the schools overall PE and sporting status. To increase the level of the sports games mark and increase participation across the school in both curricular and extra-curricular activities.
Achieve the Sports School Games Mark	Work towards achieving the Sports School Games Mark			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				58.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop teacher knowledge and skills in order to facilitate quality PE sessions which challenge and develops all.	Employ a specialist PE coach to team plan and team teach with teachers to deliver PE sessions. The coach will support teachers in their development by organising baseline assessments and a tailored programme of study	£12,950 58.6%	<ul style="list-style-type: none"> • Termly reports of teachers confidence, knowledge and competency of delivery in a range of sporting activities. • Termly reports of areas of strengths. • Termly reporting of areas of development to implement for following term. • Termly feedback and review of teachers perception and observations of lessons. 	<ul style="list-style-type: none"> • Further knowledge and understanding on running tournaments and competitive elements to sports to enable more tournaments to be held throughout the academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce pupils to new activities	Purchases new physically developing equipment – climbing frame for EYFS, and extension to trim trail with monkey bars to develop strength, balance and coordination.	£4,158.55 18.8%	<ul style="list-style-type: none"> • PD strand of EYFS assessed throughout the academic year to demonstrate further developments across the year against previous baseline assessments to demonstrate increase in physical strength, balance and co-ordination developments. 	<ul style="list-style-type: none"> • Increased engagement for Strength, coordination and balance for EYFS pupils. • Increased strength, coordination and balance for KS1 and KS2 pupils. • Look to source further equipment for following years to develop physical areas of each pupil. • Timetable further specific session to enhance the learning and engagement for vulnerable pupils with different activities.
Provide pupils (especially vulnerable pupils) with access to a different type of physical activity	Separate times for vulnerable children to access sensory circuit based equipment to help transitions throughout their day.		<ul style="list-style-type: none"> • Monitor behaviour, focus and engagement throughout the term, along with engagement within PE lessons as a result of additional interaction with sensory based equipment. 	

Provide pupils in year 6 with 'booster sessions' to ensure that they reach the 'expected national standard'	Hire a swimming instructor Organise for the use of Bedes Pool	£500 2.2%	<ul style="list-style-type: none"> End of year assessment of year 6 cohort swimming competency in a range of parameters. 	<ul style="list-style-type: none"> Target specific areas of development for year 6 cohort that need additional support in swimming within term 1&2 and increase booster sessions to ensure their development is enhanced to meet the national standard.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for all pupils to take part in individual and team inter-house competitions in school.	Purchase trophies, rewards and resources for inter-house competitions including sports day. Provide weekly lunchtime and after school club to encourage children to earn points for their house	£100 0.5% (Included in the cost of employing a Sports Coach)	<ul style="list-style-type: none"> Increased levels of participation throughout competitions both individually and within teams/houses. Specific competitions targeted with selected groups of pupils that aren't as engaged within sport. House points on display to increase engagement and motivation to participate. Certificates and awards given to those who demonstrate engagement. 	<ul style="list-style-type: none"> Participate further in school games competitions within area. Increase inter school competition for lunch and break club activities performed in their own school to enhance engagement.
Provide opportunities for all pupils to take part in competitive inter-school competitions.	Participate in competitions against other schools in the Pioneer federation. Participate in School Games Competitions and Local organised competitions (swimming galas, football tournaments etc).	£100 0.5% £200 0.9%	<ul style="list-style-type: none"> Monitor social development with increased relationship building due to increased number of competitions attended. Social development across schools and within our own pupils based on their increased participation in competitive sport. Increase in participation due to wider selection of sports and activities. 	<ul style="list-style-type: none"> Increase number of schools competed against. Participate in wider range of sports. Target unique sports to find pupils talents. Target specific pupil groups to demonstrate whole rounded and inclusive approach to competitive sport.

	Provide transport to competitive sports events (with local small schools e.g. football tournaments).	£200 0.9%	<ul style="list-style-type: none"> • Ability to attend more competitions and build better relationships between schools, staff and pupils to develop social interactions, competitive events and sporting activities • Increased levels of participation within children due to eliminating parental responsibility of travel. 	<ul style="list-style-type: none"> • Look to train and qualify internal member of staff to have mini bus license to be able to attend further afield events.
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