

## Primary PE and Sport Premium at Whiteley Primary School 2020-2021

### **Department for Education 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 government has been providing additional funding for schools since 2013 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Schools must spend the additional funding on improving their provision of PE and sport, but have the freedom to choose how they do this. Due to the school closures during the pandemic, schools may carry forward any underspend from the sport premium funding 2020-21 to the following financial year. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

- Key indicator 1: The engagement of all pupils in regular physical activity
- Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
- Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Key indicator 5: Increased participation in competitive sport

At our school, we particularly chose to focus on key indicators 1 and 3 for 2020-21. Whilst we also would have liked to have had a focus on key indicator 5, due to Covid restrictions throughout the year, it wasn't possible to develop this aspect of practice further and so greater funding was diverted to support the two indicators above.

*Did you carry forward an underspend from 2019-20 academic year into the current academic year?* NO

<b>Total amount carried forward from 2019/2020</b>	<b>£0</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£21,390</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£21,390</b>

Key achievements to date until July 2021	Areas for further development
<ul style="list-style-type: none"> <li>• Continued support from specialist sports teacher from Henry Cort which has enabled us to build on our growing confidence of planning and delivering quality PE lessons across both key stages. We have revised our timetable to ensure we are maximising the kit we have available and the full provision of games is being taught. During lockdown, we were able to deliver some online ‘live’ PE sessions with over 70 children participating. Year teams were also asked if they required any planning for areas of PE. The Specialist PE teacher was able to plan these and they were emailed to relevant years groups for the summer term and next year.</li> <li>• Purchase of additional resources to ensure sufficient PE and sport equipment to enable year groups to have own resources – both in terms of playtime boxes to encourage active play and specific sport resources to enable continued quality PE teaching across a range of disciplines. All year groups were provided with a box full of cones and basic tennis balls. They were also given better quality tennis balls, just for teaching tennis. This has been very successful and meant that all they needed to collect from the PE shed was specific equipment for their sport.</li> <li>• Adaptations made to PE planning to enable active PE and sport sessions to take place, adapted for Covid restrictions. The types of PE equipment needed for each year group was reduced to ensure bubbles can use them across the week without needing to clean/share. The topics taught were spread out across the year, and although some areas would have normally been taught at different times of the year, this has not been a problem and could be considered for when Covid restrictions are lifted.</li> <li>• Staffing increased to ensure continued active lunchtimes for 30 minutes a day for all classes (separate from other classes)</li> <li>• Improvements to both adventure playgrounds to make them accessible and inclusive for children with physical disabilities</li> <li>• Purchase and use of ‘fogger’ enabled re-introduction of shared gym equipment including PE mats without need for quarantine</li> <li>• Continued use of outside provider to run breakfast multi-sport club for lower KS2 pupils twice a week outside of lockdown.</li> <li>• Internal sports days run in Summer term – adapted for Covid but providing opportunities for team and individual competition</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for competitive sport – these have been very limited due to Covid restrictions.</li> <li>• Opportunities for incorporating new sport/physical activities, making use of external providers, restrictions permitting.</li> <li>• Recommence Y5 swimming programme in the spring term and explore ways in which to provide Y6 pupils with swimming missed due to Covid.</li> <li>• Re-introduction of full range of extra-curricular provision which has been limited due to Covid restrictions (Tag Rugby was taken up by 20 Year 6 children in accordance with our Covid restrictions in the summer term)</li> <li>• Audit of existing kit and action plan to purchase additional kit to match the new timetable of PE delivered.</li> <li>• Continue to have Year Group boxes of break time equipment, kept separate from year group PE equipment. Purchase of wheelie bags/boxes to transport equipment to the Astro or Playcourt/Basketball court.</li> </ul>

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 atleast 25 metres?	83
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74
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

Academic Year: 2020/21	Total fund allocated: £21,390	Date Updated: July 2021		
<b>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</b>				Percentage of total allocation: 57%
Intent	Implementation (including allocated funding)		Impact	Sustainability / next steps:
To increase opportunities for children to engage in physical activity out of school time, particularly those who do not currently take part in any extra-curricular sport.	<ul style="list-style-type: none"> <li>Active4All commissioned to run a multisport breakfast club for pupils in specific year group/class bubbles – twice weekly.</li> <li>Selection of pupils to prioritise those not taking part in any extra-curricular sport (post lockdown, all children put forward due to limited opportunities)</li> <li>Club offered to Y4 pupils initially, moving to Y3 pupils in the summer term 2021</li> </ul>	£1250	Over the year, a total of 51 pupils engaged in a weekly multi sports session before school once a week.	Continue to offer twice weekly in 2021-2022 – as other sport clubs increase, return to the prioritisation of pupils who aren't engaging in other activities.
To increase opportunities for all pupils (including those with physical disabilities) to be able to access the adventure playground areas, supporting inclusive, active play.	<ul style="list-style-type: none"> <li>Bespoke equipment designed and fitted for both adventure playgrounds to encourage inclusive, active play (supported through funding from charity and FOWPS) – school funding required to implement suitable surfacing which would enable wheelchair access.</li> <li>Timetabling for the adventure playground gave priority to year groups with PD pupils.</li> </ul>	£2000 (rest for school revenue budget)	Children with physical disabilities have been able to join their peer group for active playtimes within the adventure playground. In the past, they would instead have taken out quiet activities such as board games or books to use just outside the playground when their peer group had allocated time.	Following removal of an unsafe piece of equipment, work with the young governors to select appropriate replacement (trim trail type activities).

To ensure that children continue to be able to have a minimum of 40 minutes active play during the school day through lunch/play, and full access to twice weekly PE sessions, despite Covid restrictions,	<ul style="list-style-type: none"> <li>• Timetabling of staggered play and lunchtimes devised to ensure that adequate time still available within hall/gym and in the outside spaces for PE.</li> <li>• Efficient use of outside spaces at lunchtimes, allocated for 30mins to each class bubble, providing adequate space and equipment for active breaktimes.</li> <li>• Increase in midday supervisors to avoid having to lengthen the staggered lunchbreak, which would impact on curriculum time available in the sport facilities (hall/gym/ AWP/playcourt). Employ 3 additional middays to ensure each class has allocated adult.</li> </ul>	£7449 (3 x MDSAs)	All classes have allocated outside space for 30 minutes at lunchtime and 15 mins for morning breaktime. Spaces rotated to give children variety of AWP, playcourt, adventure play, woodland area, basketball court. All classes have own equipment such as balls, skipping ropes, elastics, hoops, cones to encourage active play.	To maintain this level of supervision whilst Covid 'bubbles' are in place. Once restrictions lift, to develop once again the wider activities available at lunchtime including organised games such as rip tag, space for shared year group football games and use of shared equipment.
To ensure that sufficient equipment is available for year groups/classes so that teachers do not have to limit range of activities due to quarantine/cleaning advice.	<ul style="list-style-type: none"> <li>• Provision of individual class playground equipment</li> <li>• Additional basic resources are available for year groups such as tennis balls etc.</li> <li>• Curriculum plan across school adjusted to allocate specific sport equipment to a year group for a half term.</li> </ul>	£1500	All classes have own playground equipment box which are used at break/lunch. All specific PE equipment is taken from the PE shed for the half term by the year group such as the rounder bats or bags of year group specific balls (Year 2/3 have different sized footballs than the older year groups) – this has avoided the need for quarantine/cleaning of equipment, but has also ensured that year groups have sufficient appropriate equipment to hand for lessons	Audit of resources and purchase to top up stock for September including  Footballs Netballs Tennis balls (will be kept in year groups boxes) Frisbees Disk cones (will be kept in year groups boxes) Hurdles Hockey sticks for years 3 to 6 (already purchased for year 2) Airballs Bean bags.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:  1%
<b>Intent</b>	<b>Implementation (including allocated funding)</b>		<b>Impact</b>	Sustainability / next steps:
To ensure that subject leaders have quality non-contact time in order to develop their leadership of the subject and to help raise the profile of PSSPA across the school.	<ul style="list-style-type: none"> <li>• Both subject leads provided with non-contact time to support subject development (approx 1.5 days total).</li> </ul>	Approx £189 per day	Organisation of Sports Day and PE planning for KS2. Time for PE manager to meet with SSP PE teacher to plan their use.	Continue to provide non-contact time for PE team members each term including quality time for PE manager to spend with new SSP teacher. Look for opportunities for local networks/briefings for PE team to help keep up to date with latest news within school sport.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			42%
Intent	Implementation (including allocated funding)	Impact	Sustainability / next steps:
To provide access to regular CPD for the teaching of PE for all teachers through access to specialist teacher for PE.	<ul style="list-style-type: none"> <li>School to buy in to local school sport's partnership specialist teacher programme. Specialist teacher to work in school one day a week, working alongside class teachers and supporting to develop PE planning.</li> <li>Each half term, subject lead to plan use of the specialist teacher based on CPD needs of particular staff; to increase knowledge and awareness of how to teach specific sports; and to develop confidence in the teaching of gym and games.</li> <li>During lockdown, when face to face teaching not possible, subject lead to liaise with specialist to use time to develop planning and to implement a weekly active 'Azoombly' for children to access from home.</li> </ul>	£9000 PE manager and SSP teacher had planning time together at the beginning of the year. This meant that they were able to plan what, and how each year group would cover the PE curriculum, whilst adhering to the Covid regulations. With advice from the SSP teacher, year group equipment was purchased. Staff were asked to look at the sports being covered that year and subsequently planned for the SSP teacher to support where needed most. When a different SSP teacher took over part way through the year, Year 1 in particular benefitted from the SSP teacher planning and delivering a gymnastics unit, whilst teachers in year 6 have praised the delivery of 'Ultimate Frisbee' - a new unit.	<p>There is staff movement next year and some are moving across key stages, so one priority is to ensure that these teachers are supported with planning and the confidence to deliver new lessons content. We also need to use our SSP teacher to continue to update planning for PE to map out:</p> <ul style="list-style-type: none"> <li>Kit needed</li> <li>Map of how cones/drills would look</li> <li>Warm up games</li> <li>Lesson outcomes</li> </ul> <p>And, where appropriate, to provide visual plans, (layout of equipment) especially for gymnastics.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			0%
Intent	Implementation (including allocated funding)	Impact	Sustainability / next steps:
Due restrictions caused by the pandemic, this area was not a priority in 2020-21.		Through the use of the SSP teacher, a new unit was introduced for Y6 – 'Ultimate Frisbee' - which has proven very successful.	As restrictions ease, to look at opportunities to increase range of sports and activities offered to pupils. Examples being considered: Yoga – introduced through PE lessons New interest sports – making use of outside organisations who can offer 'taster' sessions Use of local organisations to raise profile of sports already taught e.g. hockey club sessions

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			0%
<b>Intent</b>	<b>Implementation (including allocated funding)</b>	<b>Impact</b>	<b>Sustainability / next steps:</b>
Due restrictions caused by the pandemic, this areas was not a priority in 2020-21.			As restrictions allow, take an active part in local competitions and festivals to help build back up to at least the level of inter-school competition enjoyed in 2019.

Signed off by		Date
Head Teacher:	Lesley Pennington	7.7.21
Subject Leader:	Ian White / Sarah Humphries	7.7.21
Governor:	Discussed and approved at FGB	14.7.21