

Primary PE and Sports Premium



Sports Grant – September 21 – August 22

Sports Grant Allocation	£17,778
20/21 balance	£2,457
Staff Costs (PE and Change4Life)	£6,538
Change4life Resources	£118
Live and Learn	£10,417
After School Clubs (minus parental contributions)–	£2,818
Live and Learn	
PE/Outdoor Equipment	£242

Aims

To raise standards of all our children in Physical Education

To increase pupils' participation in extra-curricular sport

To ensure all our children have access to regular exercise for sustained periods of time

To engage in competitive sports and activities

To promote health choices & activity

To develop competence to excel in a broad range of physical activities

Objectives

To increase the subject knowledge and confidence of staff in PE.

To improve the teaching of PE in order to raise standards.

To increase the amount of sports clubs offered.

To increase the amount of children attending after school sport clubs.

To introduce competition into the curriculum, providing opportunities for children to develop a better sense of competition

To introduce intra-class tournaments.
 To attend all inter-school tournaments.
 To increase awareness of healthy lifestyles through increased awareness of food choices.
 To increase the amount of physical activity during the school day
 To increase the amount of sports opportunities for children across all key stages

Planning and evaluation outline

Pupil Premium used for	Amount allocated	Brief summary of the intervention/action	Specific intended outcome. How will this improve achievement?	How will this be monitored	What did the activity achieve? Outcomes July 2021
Increase the subject knowledge and confidence of staff in P.E		CPD- staff continues to observe P.E specialists each week. Class teachers then use the information to inform future lessons and increase progression.	Pupils make the progress expected.	HT/S.G	Opportunities for all staff across school to observe P.E specialists weekly. Members of staff to then work with Live and Learn at the end of each half term to plan follow-up lessons based on their observations. Lessons were progressive. Team teaching with PE subject lead for ECT and staff across key stages. Increased confidence in teaching specific skills.
Improve the teaching of P.E in		Medium term planned to allow for progression. Subject yearly overview created.	Pupils make the progress expected.	HT/S.G	Medium term plan for each year group. Some delivery adapted throughout the

order to raise standards.		A bank of lessons for each sport available linked back to the medium term plan and subject overview. Staff continue to use Live and Learns half termly assessments and own assessments to track progress. Staff continue to use coverage sheets to help identify gaps in learning and used to plan further sessions.			year to coincide with upcoming sports festival. Year 2 children with a particular talent identified through P.E delivery and then taught in preparation for a sports festival. The school places 1st in 2 events and 3rd place in 1. Sports selected to allow for progression across year groups. Subject yearly overview created by the P.E subject lead. Sequence of lesson centrally held linked to the sports on the medium term plan and subject yearly overview. Assessments provided half termly from Live and Learn and shared with class teachers. Staff Assessment and coverage sheets produced by P.E leader and staff continue to use these to plan for progression and identify gaps in learning.
---------------------------	--	--	--	--	---

		Teaching staff given the opportunity to work with the P.E lead during their own P.E lessons to help plan, deliver and assess a series of lessons.			PE subject lead has supported the ECT with delivering quality PE lessons. Lessons modelled by lead and then team teaching sessions to increase confidence.
Increase the amount of sports clubs offered. Increase the amount of children attending after school sports clubs Increase the number of disadvantaged pupils attending clubs.		At least one sport or activity available for each year group every half term. Varying the sports/activities each half term to keep the children's interest. Offer a new sport/activity where possible. Continue to promote clubs through letter distribution and through the school app. Sports Premium Budget help fund sports clubs after school, with parents only required to pay £1 per session. Disadvantaged children given priority. Clubs are available free of charge.	Numbers for clubs to remain stable.	HT/S.G	Clubs offered for KS1 and EYFS. Reduced by 1 club due to quality of provision. After school clubs are now full. Consistency in attendance with children attending all planned sessions. Disadvantaged pupils given priority for clubs and available free of charge. An increased number of disadvantaged children attending.

Attend inter school tournaments		Have access to the Live and Learn competition calendar who timetable a range of festivals to take part in. Medium term plan altered to coincide with festivals. Half termly assessments then used to help identify talent in each sport prior and those children to receive extra sessions prior to the events.	A number of year 2 children to compete at a competitive level against other schools. Results from each school collected and compared to find an overall winner.	HT/S.G	Festivals attended; mini Olympics, hockey rounder's, football. 1st place twice and 1 third place. One cancelled and 1 not attended due to staff shortage.
Competition introduced into the curriculum Intra school competitions		Competitive sports included in the medium term plan. Opportunities planned for children to compete against other members of their class. Sports day to take place during the Summer term. Children to work in mixed ability teams and competing against other mixed ability teams across 15 stations.	Children to take part in competitions against other members of their class Children play as part of a team at a competitive level.	HT/S.G	More competitive element introduced into the medium term plan. Planned for in PE lessons- matball, football, rounders and cricket. Sports day resumed. Due to take place in the Summer term.
Increase awareness of healthy lifestyles through increased		Introduce after school cooking club. Children taught basic food preparation skills	Children develop basic cooking skills.	KK/DT HT	Cooking club re-introduced. Disadvantaged pupil's offered first sessions and

awareness of food choices.		& are taught to cook healthy options over 4 sessions. Last session pupils take home the ingredients to repeat with family. Staff trained to deliver the SHINE programme. The SHINE project delivered throughout the Summer term. Baseline, mid-point and end assessment to look at physical health measures and mental health.	Children aware of sugar/fat content & how to make healthier choices.	Attendance at clubs.	subsequent if still interested. Club numbers remain consistent. SHINE project (healthier lifestyle for children) introduced in the Summer term for 12 weeks. Mid-point review data shows positive steps towards a healthier style. Outcomes for the end point assessment are looking positive. Feedback from parents indicate the success of programme.
Increase the amount of physical activity during the school day		Continue the daily mile across all key stages. Increase activity during playtime and lunchtimes.			Daily mile now well established- takes place every lunchtime. Active playtimes encouraged through the purchase of extra sports and P.E equipment to use during playtimes and lunchtimes. All areas of playground now in use- including the play frame.

					Activity rota created by the P.E subject lead to provide opportunities for all children to access the variety of activities on offer.
Increase the amount of sports opportunities for children across all key stages		Develop opportunities for physical activity on the KS1 playground Train playground leaders to develop this. More active play times. Practice skills for sports festival to ensure they are better prepared.			During the Autumn term P.E subject lead worked with individual classes to develop playground games not requiring much equipment. Reintroduced playground leaders in the Autumn term and worked with the P.E subject lead. These children then took ownership of the games-setting them up and delivering them. They created new playground games that sparked interested and encourage active playtimes. Medium term plan altered to allow the teaching of skills/knowledge that are required for the competitions prior to the event. P.E subject lead worked with children outside of their P.E lessons

					who demonstrated a particular talent in preparation for sports festivals. Success at all festivals attended.