

HAYWARDS PRIMARY SCHOOL

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT DOCUMENT

2021 - 2022

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19438
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19330
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19330
+ carry forward of £2200 spend from 2020-2021 financial year	£21548

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	<p>The current year 6 did not have any school swimming lessons in year 3 due to COVID19. They are currently planned in for Spring Term: 5 weeks. We will send out a questionnaire to parents beforehand as some children returned to private lessons as COVID19 restrictions eased. Year 3 will swim in the Autumn Term 2021 and year 1 swimming is planned for the Summer Term 2022.</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	% See above statement
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

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> 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</p>				Percentage of total allocation:	
				%	
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Target girls, as it is recognised that not as many girls are attending afterschool clubs or taking part in lunchtime activities.</p> <p>Target KS1 children through year 6 Sports Leaders, to encourage active, creative positive play.</p>	<p>Give out Girls Active Questionnaire to get girls' views - set aside some funding for equipment to meet the need. Increase girls-only clubs (this was evidenced from the Pupil Voice Survey done previously – and will monitor this again in up to date Girls Active Questionnaire).</p> <p>Set aside funding for playground markings initially on the KS1 playground once the surface has been done.</p> <p>Expand the playground provision to include a range of creative activities to engage children more actively.</p>		<p>Within Admin Time (AT) £27.80 x 3.5 x 38 weeks p/y = £3700</p> <p>£2000 to supplement external funding</p> <p>£1000 for development of Creative active play equipment</p>	<p>Girls are taking part in more afterschool clubs and are engaging more in active play at lunchtimes. They are demonstrating more self-confidence in taking part in active lifestyles. Girls feel listened to.</p> <p>KS1 children play in a more positive manner with fewer arguments and more purposeful use of equipment. KS1 children are more active – record any changes/improvements in behaviour noted in class.</p> <p>WIDER IMPACT EXPECTED: Increased participation in after-school activities Children have experience of competition and learn how to deal</p>	
				Sustainability and suggested next steps:	
				<p>Girls from each year group in KS2 will be involved as 'Girls Active Champions' to provide a dialogue between girls' opinions/views and teachers.</p> <p>Pupil Voice and Girls Active Champions are an important part of the development of activities within school.</p> <p>MTAs support the sport leaders in KS1.</p>	

	<p>Teach playground games during PE lessons so children know some games to play.</p> <p>Provide training for KS1 MTAs . This to be done on a Thursday morning in School Sports Premium release time.</p> <p>Continuous messages about importance of daily physical activity in displays, newsletters and in PE lessons.</p> <p>Use of the School Games Values to encourage children to 'Have a Go' with children being encouraged to 'Be the Best They Can Be'.</p>	<p>10 lunchtime allocations of PE leader time to facilitate positive play = £27.80 x 10 = £278</p> <p>£320 Release for PE lead to have time in order to prepare and facilitate training (2 days)</p> <p>Additional funding for MTA to attend training - 3 x £10 x 8 (each session one hour) = £240 MTA Cost</p>	<p>with winning and losing. PHSE Raised profile of physical activity and PE across the school. Improved behaviour with less arguments during play. Children more confident to try new things out. Increased fitness levels.</p>	
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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: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Celebration assemblies and school newsletter have a sport/PE segment to ensure whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sporting activities in school. Celebration is based on 'Personal Best' and 'Being the Best they Can.'</p> <p>To set up a 'Stars of the Week' board displaying pictures and achievements of children on a weekly basis using Personal Best and Being the Best they Can be.</p> <p>Promote sport clubs and opportunities in assemblies.</p> <p>Continue to provide termly sports newsletters and high quality displays to raise the profile of PE and Sports to children, parents and visitors to the school.</p>	<p>School Games Stars certificates given out and names in the Whole School Newsletter.</p> <p>Inter-school sporting achievements promoted through Sports Council and children encouraged to take part through rewards.</p> <p>Seek local clubs and children within school to give demonstrations and do taster sessions.</p> <p>Children who are participating in unconventional and conventional sports outside school are invited to speak in assemblies about their sport and celebrate their achievements</p> <p>Provide regular updates and photos for newsletters and displays.</p>	<p>Use of subject leader release time (see above)</p>	<p>Raised profile and importance of PE across the whole school with increased engagement from children and staff.</p> <p>Children are more aware of different sporting opportunities on offer through noticeboards, newsletters and children sharing in assembly.</p> <p>WIDER IMPACT EXPECTED Increased participation in after-school activities. Increased participation in inter- and intra- school events Children have experience of friendly competition. Raised profile of PE across the school. Improved behaviour with confidence to 'have a go' and 'be the best they can be' at all times.</p>	<p>Children are recognised for achievements inside school and outside school - regularly raising the profile of a variety of sports and physical activity.</p> <p>Children feel more empowered to try new things.</p> <p>Children recognise and understand the importance of being active for physical fitness and mental health.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To provide the staff with the knowledge they need to teach PE</p> <p>Ensure staff are able to complete assessments accurately and can use the skills and objectives documents to inform their teaching.</p> <p>Identify any areas where KS1 teachers need upskilling in order to give staff greater confidence to teach high quality PE lessons, where children are active most of the lesson.</p>	<p>Ensuring Google Drive has resources to support staff where necessary and other resources are clearly available upon request.</p> <p>PE Specialist time allocated to give support and write schemes of work to add to Google Drive</p> <p>Plan MTA training for delivering lunchtime activities alongside supporting Sports Leaders.</p> <p>Support KS1 class teachers in PE-upskilling them with observations, mentoring, team-teaching or modelling</p> <p>Staff to have access to high-quality video images of good practice captured across the school. Staff to be able to use technology to capture, review and highlight examples of good practice within sessions.</p>	<p>£500 allocated for staff CPD</p> <p>Use of subject leader release time (see above)</p> <p>£500 for PE specific IT.</p>	<p>Staff can deliver the appropriate content for their age range in a variety of different Programmes Of Study?</p> <p>Staff feel more confident about completing the assessment documents on Google Drive which will give a picture of the child's development across the school and help PE Specialist plug any gaps in learning.</p> <p>Improved physical development of all children.</p> <p>More consistent approach to delivering PE lessons across the school</p> <p>MTAs are more confident about delivering lunchtime sporting activities and supporting Y6 Sports Leaders.</p> <p>WIDER IMPACT EXPECTED: Skills, knowledge and understanding of pupils increased significantly Pupil Voice shows that children</p>	<p>All staff, governors and parents recognise the benefits of regular physical activity and sport and are committed to their implementation.</p> <p>Teachers are confident at assessing and can move their children forward in their learning and plan challenging lessons.</p> <p>Teachers know where to find resources to support their planning for PE and use these confidently.</p> <p>MTA's are able to support Sports Leaders to lead particular activities in KS1 and feel empowered to try out new ideas and give suggestions how to improve.</p>

			enjoy all PE lessons and the variety of sports on offer. Pupil engagement and involvement has improved	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:		£		
<p>Continue to offer a wider range of sporting activities both within and outside the curriculum to appeal to a larger number of pupils in order to get more children involved.</p> <p>Continue to offer additional swimming where there is a need.</p> <p>Target disadvantaged children by introducing them to a new sport or wider range of sports through afterschool and lunchtime provision.</p> <p>To target the least active children</p>	<p>Use of pupil voice to establish what pupils would be interested in (particularly girls).</p> <p>Buy additional equipment for KS1 provision by sports crew.</p> <p>Promotion of activities to encourage uptake.</p> <p>Organising use of swimming pool in the summer term - swim coaches and staff to support.</p> <p>Set up an afterschool programme to cover all year groups including targeted children. Encourage Y6 leadership at the clubs. Work closely</p>	<p>£6500 for Equipment (inc. the purchase of two £1500 table tennis tables) to facilitate positive playtime opportunities</p> <p>£27.80 x 3 x 1.5 hours x 38 weeks = £4800 approximately</p>	<p>A more active school has been achieved with an increase in engagement of less active young people.</p> <p>Pupil performance of the less active and more able disadvantaged children to be monitored.</p> <p>Young Leaders have benefitted by becoming more confident in their own leadership qualities and being role models for their peers and others.</p> <p>WIDER IMPACT EXPECTED: Children learn some wider skills beyond the curriculum Pupil Voice shows that children</p>	<p>Engaging other adults and outside organisations to run some taster sessions.</p> <p>Encouraging parental support by helping them to see the benefits of their children attending afterschool clubs.</p> <p>Children involved will be able to help support other children as they will have raised self-esteem and will have seen the benefits.</p> <p>Using Pupil Voice to inform planning.</p> <p>Staff across the school recognise and value the importance of</p>

<p>through afterschool and lunchtime provision.</p>	<p>with the PP lead in order to ensure that PP children are actively involved within sessions.</p> <p>Teacher time to provide opportunities for children - 3 clubs per week</p>		<p>enjoy PE lessons and the variety of sports on offer.</p> <p>Pupil engagement and involvement has improved.</p> <p>Children are water- confident: a life skill as they live close to a coast</p>	<p>sporting activities in whole school improvement and encourage children to attend clubs, particularly target children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Half Termly intra school competitions organised by the Sports Council with the support of the PE Specialist, These to be held over a week at lunchtimes for all KS2.</p> <p>More focus on the skills that are required to play the games in the School Sports competitions taught alongside the rules in PE lessons.</p> <p>Ensure teachers can clearly understand the requirements in the skills and objectives sheet for PE with regard to games.</p>	<p>Sports Council set up and meet regularly to organise and arrange competition.</p> <p>Children have access to high-quality competitive sporting opportunities through the QEAT partnership and St.Luke's school</p> <p>PE Specialist organises PE timetable to ensure that children in lower KS2 have the opportunity to learn the skills and rules of games. PE Specialist to ensure that other members of staff are supported in this through resources and discussion before teaching.</p>	<p>Use of subject leader release time (see above)</p> <p>QEAT Partnership opportunities for all children in KS2 £6 x 235 = £1410</p> <p>£300 Coach Travel to enable us to engage with St.Luke's Sports Partnership</p>	<p>Children know key rules of the games of hockey, netball, tag rugby, cricket and rounders by the end of year 4.</p> <p>Children have the basic skills in order to play the games with the rules by the end of year 4.</p> <p>WIDER IMPACT Children use this knowledge to play games at lunchtime without arguments so reducing MTA time on arguments and behaviour.</p> <p>Children feel more confident in year 5/6 to play games of netball, tag rugby, cricket and rounders and are able to play in intra school and interschool competitions.</p> <p>Children working together more co-operatively and learning to accept winning and losing</p>	<p>Year 3/4 teachers know the rules and the key skills required to teach effectively in hockey, netball, tag rugby, cricket and rounders,</p>

Signed off by	
Head Teacher:	Andy Smith
Date:	November 2021
Subject Leader:	Heather Little
Date:	November 2021
Governor:	Pamela Jackson and Lee Avery
Date:	November 2021