

# PE AND SPORTS PREMIUM FOR PRIMARY SCHOOLS

## EVIDENCING AND IMPACT DOCUMENT

2021-2022

### HAYWARD'S PRIMARY SCHOOL



#### **Introduction**

The PE and Sports Premium for primary schools is extra funding allocated to primary schools with the aim to improve physical education (PE) and sport in primary schools over the academic years 2013-2014, until now.

Hayward's Primary School has been allocated £19,438

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
<p>Equipment purchased for lunchtimes to enable different activities at lunchtimes. Achievements affected by COVID restrictions but all classes were timetabled for regular physical activity which included Circuit Training, HITT workouts, Skipping with Skipping challenges to complete and yoga sessions.</p>	<p>KS1 lunchtimes – need markings, equipment and Sports Leader and staff training to support more active, positive and creative play.</p> <p>Girls’ activity levels.</p> <p>Intra-school competitions need developing further with opportunities for all children to be involved – using personal best challenges to increase participation.</p> <p>Using ‘Pupil Voice’ more to plan activities.</p>
<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2022</p>	<p><b>Year 6 swimming lessons took place in the Spring Term for 5 weeks.</b></p> <p><b>Year 3 had swimming lessons in the Autumn Term 2021 and Year 1 had swimming lessons in the Summer Term 2022. Days have been booked for the 2022-2023 academic year.</b></p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>60% - booster sessions have been organised for those children who do not meet this standard. To start after SATS. 6 weeks confirmed starting 19/5. Booster sessions have taken place for identified children in the summer term funded through Sports premium. Data TBC</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>60% - booster sessions have been organised for those children who do not meet this standard. To start after SATS. 6 weeks confirmed starting 19/5. Booster sessions have taken place for identified children in the summer term funded through Sports premium. See below;</p>

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 – 6 weeks funded for 25 children. Letters sent out to parents. YES – 6 weeks funded for 25 children. Letters sent out to parents.  
16 children responded and accepted the invite to booster sessions. 3 were unable to meet NC requirements but these children made good progress and were more water confident and beginning to swim. 1 of these children had never been in a Swimming Pool until the year 6 lessons and had difficulty in getting into the water initially.

## 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: 2020/2021		Total fund allocated: £		Date Updated: 15/07/2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £12,567/£19,438 65%
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?:	
Target girls, as it is recognised that they are not attending afterschool clubs or taking part in lunchtime activities.  Target KS1 children THROUGH YEAR 6 Sports Leaders to encourage active, creative positive play.	Give out Girl's Active Questionnaires to get girl's views – set aside some funding for equipment to meet the need, Increase Girl's only clubs/opportunities (this was evidenced from the Pupil Voice survey done previously – will monitor this again in an up-to-date Girl's Active Questionnaire.  Set aside funding for playground markings initially on the KS1 playground once it has been resurfaced.  Teach playground games during PE lessons so children know some games to play.  Provide training for KS1 MTA's. This to be done on Thursday morning with School Sports Premium		Within Admin Time (AT) £27.80 x 3.5 x 38 weeks p/y = £3700  £2,000)  Within teaching time allocation.  Within Admin Time	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.  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.  <b>WIDER IMPACT EXPECTED:</b> Increased participation in after-school activities Increased participation in inter- and intra- school events Increased success in inter-school	
				Sustainability and suggested next steps:  Girls from each year group in KS2 will be involved as 'Girls Active Champions' to provide a dialogue between girls' opinions/views and teachers.  Pupil Voice and Girls Active Champions are an important part of the development of activities within school.  MTAs support the sport leaders in KS1.	

	<p>release time.</p> <p>Use of School Games Values to encourage children to 'have a go' with the emphasis on children being encouraged to 'Be the best they can be'.</p>	<p>10 lunchtime allocations = £27.80 x 10 = £278</p> <p>3 x £10 x 8 (each session one hour) = £240</p> <p>£349</p> <p>Within admin time</p> <p>Within admin time</p>	<p>competitions</p> <p>Children have experience of friendly competition.</p> <p>Raised profile of PE across the school.</p> <p>Improved behaviour with less arguments during play.</p> <p>Children more confident to try new things.</p> <p>Increased fitness levels.</p>	
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## REVIEW

### End of Autumn Term 2021:

Girls Only club took place this term. The numbers in this club were quite small, particularly limited due to being only able to offer to one year group. Due to COVID in school, the playground is still isolated in bubble formats so unable to make girl only zones. The only equipment available is a ball for each class. New MTA's in post need to settle in and playtime/lunchtimes need to go back to more normal before anything else can be implemented. Training sessions for MTA's will need to be in the summer term if we are back to children mixing at lunch and playtime. Balls were purchased and supplied for the current play situation. Playground markings will not be undertaken until the playground surface has been improved. The funding for this is currently being sourced along with prices and quotes. This is being dealt with by the Business Manager. Throwing and catching skills taught in the PE curriculum but not specific games for playground as children currently do not have access to the equipment needed to play these games. 2 football nets were purchased for the front playground, though, to enable a distinct football area to be played in. A timetable of who uses these has been put on the shed for the MTA's to put in place. The KS1 lunchtime shed was stocked with a lot of new equipment. Staff new to the school received information on how playtimes were normally arranged and a lunchtime activities rota was done and put in the shed. MTA's were trained in end of lunch procedures with the bell and whistle, and the expectations of the children at these points. The Sports Council managed to hold one lunchtime competition – basketball – part of the criteria of teams is equal numbers of boys and girls to ensure girls had opportunities. Many classes do a voting process or ballot process to choose their teams. Teams scored on School Games Values. Sports Leadership timetable set up and Year 6s were regularly following this in the front playground. Unfortunately this was stopped after the first half term due to COVID restrictions put in place in school.

### End of Spring Term 2022:

Targeted PP club this term – 16 children invited with only 5 children attending. Lunchtimes and playtimes became mixed in the second half of the Spring Term. MTA's were asked to put out other equipment but this does not appear to be happening. Training is needed to support MTA's in ensuring that the zones are adhered to and that they feel they can ensure children are not taking over with 4 square and football. An email was again sent out with days allocated for these activities but it appears this is

not happening currently. An inventory of equipment in the PE shed to take place and MTA's training planned for the summer term. COVID restrictions have meant that many of the systems put in place to ensure lots of opportunities to try out new things have not yet worked. There are a lot of arguments amongst children at playtimes/lunchtimes related to football and 4 square and children who are not involved in these activities have no other play/sport options. Girls Active has not taken place with COVID restrictions still happening – this will be looked at again in the summer term. KS1 Playground scheduled to be resurfaced in the Easter Holidays. Children will get the opportunity to choose playground markings – HJL to give a design for the front playground PE markings as once the surface has been redone, the playground will be re-organised and more space will be available for PE lessons to take place in a safe manner. Sports Council were able to run a football tournament at lunchtimes for KS2 in the second half of the Spring Term – this again had team criteria of equal boys and girls. Teams were scored on School Games Values to find a winning team. Sports Leadership was still not taking place due to COVID restrictions. Look at this again the summer term.

### End of Summer Term 2022

- Playground marking project underway and designs should be in place and installed by October half-term. Sports leaders have been increasingly involved in play on the front playgrounds and have been supporting the children in keeping active during their break times.
- The shed in the front playground was cleared out of all the broken equipment and other things that had been stored in there during the playground restoration. The MTA's felt that now the shed was cleared it was safer for them to go in to and they could now actually find the equipment that was still there. Alan helped to take all the rubbish from the shed to the bin. A request to Jude for Alan to help make the shelves more stable/put up new shelves in the shed was made. A session was arranged for MTA's to be involved in deciding equipment and putting a timetable together but only 1 MTA was able to attend – many of the MTA's were 1 to 1s in classes and were not able to come along on the day due to their commitments. Time for training MTA's needs to be provided to enable them to feel involved in the playground process and to help them provide play experiences for the children. This would be a target next year.
- A group of year 6 girls were asked to produce a questionnaire to send out to KS2 pupils. Unfortunately, as this was the summer term and the year 6s were involved in so many other things, this questionnaire would not have provided the information required. HJL made the decision that it would be more effective to do this in the September of next academic year and to put together a small working party of girls – Girls Active Champions - who can work together, as school should be working normally from the start of next year and things should not be affected by COVID.
- Girls clubs have taken place this year.

### TARGETS FOR NEXT YEAR:

MTA VOICE – training planned – equipment purchased once markings have been undertaken

GIRLS QUESTIONNAIRE – GIRLS ACTIVE COMMITTEE – SUPPORTED BY TEACHERS AND MTAS AT BREAK AND LUNCHTIMES

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £100/£19438 0.01% Please note much of this cost is incorporated in Key Indicator 1.
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>Certificates for sporting achievements given out.</p> <p>Recording and monitoring of Sports Awards.</p> <p>Inter-school sporting achievements promoted and celebrated.</p> <p>Seek local clubs and children within school to give demonstrations. Demonstrate lunchtime activities.</p> <p>Update noticeboards regularly.</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>£100</p> <p>Within admin time</p> <p>Through PE time and club time below.</p> <p>Out of above admin time</p> <p>Within admin time</p> <p>Within admin time</p> <p>Within admin time</p>	<p>Raised profile and importance of PE across the whole school with increased engagement from children and staff.</p> <p>The majority of children have been involved in the sporting segment of the assembly at some point over the academic year.</p> <p>Children are more aware of different sporting opportunities on offer.</p> <p>WIDER IMPACT EXPECTED</p> <p>Increased participation in after-school activities</p> <p>Increased participation in inter- and intra- school events</p> <p>Increased success in inter-school competitions</p> <p>Children have experience of friendly competition.</p> <p>Raised profile of PE across the school.</p>	<p>All staff, governors and parents recognise the benefits of sporting activities and are committed to their implementation.</p> <p>Children are recognised for achievement inside school and outside school, regularly raising the profile of a variety of sports and physical activity.</p> <p>Children recognise and understand the importance of being active for physical fitness and mental health.</p>

			Improved behaviour	
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## REVIEW

### End of Autumn Term 2021:

- Due to COVID19 restrictions, much of this has not taken place. School Games Stars was reintroduced in September, which has had a very positive impact with children always wanting to know who has been given the star at the end of each lesson. Many children now ask me to watch out for them in the lesson as they want to be School Games Star. I have found it is a good way to keep reminding the children of the School Games Values as we celebrate achievements towards these. The values also help me to promote 'Being the best we can be'; this is also in view above the School Games notice board in the hall. I have added in to our celebrations other children who have stood out in lessons and we celebrate these before the School Games Star is announced. The Whole School Games Star is now featured weekly in the School Newsletter. I have made contact with a year 6 child who is performing well out of school at golf and have made contact with his coach. They are willing to come into school to talk about golf and what the year 6 child has achieved. Also another child in year 6 has done a presentation on his sport of surfing. With the COVID restrictions and assemblies moving to virtual this has now been put on hold until assemblies return to normal. Club information for children to attend has been difficult as sport clubs have been affected by COVID restrictions. The Sports Council did manage to run a basketball tournament for KS2 at lunchtimes and children received a certificate for the winning team based on the School Games Values. The decision was made that our KS1 Children would not take part in the QEAT School Sports Partnership events but we would take part in the KS2 events. This was funded from the School Sports Premium funding. Due to the high rate of COVID in school at the time were unable to take part in the QEAT School Sports Partnership events for year 5 and year 6. Assemblies at the beginning of the term encouraged children to 'have a go' and try new things and were focussed on health, which included mental and physical health, along with sleeping, drinking water and eating healthily. A challenge was set for people to email/tell the headteacher about new challenges they did.

### End of Spring Term 2022:

COVID restrictions again hit this term. The decision was made not to enter the St Luke's partnership Cross Country event on the basis we were severely affected by low staffing due to COVID at the time. However children from year 3/4 took part in the Inclusion festival held with the QEAT School Sports Partnership and 2 teams attended the year 6 netball festival. The Sports Council arranged a football tournament in the second half of the Spring Term. This was scored on goals added to School Games Values point – medals were supplied to the winning teams. Virtual assemblies were happening so the Golf and Surfing assembly did not take place. It was decided to share/celebrate achievements outside school in the Sports Newsletter and this was included in the Spring Term Newsletter. Afterschool clubs took place in single year groups. These were offered to years 1, 3 and year 5. Children from year 5 did not engage with the PE club – in the summer term HJL to meet with children to understand reasons why children did not attend. In the second half of the spring term the year 5 club was changed to a pupil premium club. Invites sent out to year 4 for this. The Whole School Games Stars now have their photographs taken in front of the School Games Board in the hall. Children have become more familiar with the School Games Values and how they link to the Hayward's Heroes. By using 'having a go' and 'never giving up' consistently, children have become less afraid to take on the challenges set. It is evident that children in year 6 have are lacking more self-confidence to try new things than in other year groups, which has meant more emphasis on using the determination and self-belief values repeatedly in PE. This helped to encourage some children to take part in the netball festival, who all enjoyed this event once they were there.

### End of Summer Term 2022



Sports achievements continue to have a high-profile both through the award of HT stickers and through the school newsletter. Star of the week board is established and is on display. Children are rewarded for their achievements against the School Games values. Children have been involved in an increasing number of activities, along with other schools, in the summer term. The children have attended events at QE through the QE PE offer. Children from Y4 have attended the Sandford Cricket event, organised by QEAT, which saw the children win the tournament. The school organised, and children across the learning community participated in, the local tag rugby celebration event which we performed well in. Y6 children attended the Athletic Festival at QEATT and some of our children achieved high placement certificates for events undertaken. After having a discussion with a number of children about clubs, it appears that for quite a few children, the days often clash with other clubs/training they are attending. This is something to consider when planning nights targeted at particular year groups. Football training is one of the clashes. Other less sporty children have said they just want to go home and rest/be with their family/parents can't collect them later. HJL to consider ways to encourage/support children in this category to attend – helping children and families recognise the value of being more physically active.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £820/£19438 4.2% Please note much of this cost is incorporated in Key Indicator 1.
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 teachers need upskilling in order to give staff greater confidence.</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>Ensure Google Drive has resources to support staff where necessary and other resources can be easily identified and retrieved..</p> <p>Layouts for gymnastic equipment to be photographed and added to the Google Drive.</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>Within admin time</p> <p>Within admin time</p> <p>Within admin time</p> <p>£320 Release time in order to prepare and facilitate training (2 days)</p> <p>£500 allocation within the CPD line.</p> <p>Within admin time</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 and ensuring that they are sent to PE Co-ordinator. 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 Sports Leaders.</p> <p>WIDER IMPACT EXPECTED: Skills, knowledge and understanding of pupils increased significantly Pupil Voice shows that children enjoy all PE lessons and the variety of sports on offer</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 move their children forward in the 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 on how to improve play at lunchtime..</p>

			Pupil engagement and involvement has improved.	
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**REVIEW**

**End of Autumn Term 2021:**

- Photographs of gymnastic layouts not done – no gymnastics this term – this will be done in the Spring Term.
- MTA training for new staff not undertaken formally due to COVID restrictions. This will be addressed once playtime restrictions ease and children begin to mix. Some informal training re end of lunch procedures and support to increase the range of available activities took place during HJL lunchtime supervision sessions.
- Google Drive is updated.
- Regular conversations with year 5 and 6 teachers on delivering and teaching aspects of curriculum. Resources supplied to year 6 to support teaching of invasion games – net/wall (table tennis/tennis and volleyball) and netball.

**End of Spring Term 2022:**

This term was again affected by COVID with restrictions in place and low staffing due to sickness.

I have held regular conversations with teachers in year EYFS, 5 and 6 about what they are teaching and responding to requests for advice on the aspects of the PE curriculum. I have provided physical resources to support in these key stages. This has enabled these teachers to develop their knowledge at the appropriate age to deliver their PE lessons. I have also given advice with regards to doing PE on wet weather/rainy weather days and how to adapt. This has enabled the children in upper KS2 the opportunity to still be active during PE lessons.

Gymnastics layouts have been photographed and now need to be uploaded to the google drive.

KS1 MTA training will take place in the summer term so that the equipment purchased for these children in the autumn term can be utilised and give the children a wider range of activities. Playground behaviour to be monitored to ensure that the right activities and support is to be given to support children to play with the equipment. Year 2 club is to take place in the summer term and during this club, the children will be taught some games to take into the playground.

**End of Summer Term 2022:**

HJL has regular chats with staff in year 5, year 6 and EYFS to support their teaching of PE. Year 5 and year 2 were given Athletics resources to support their teaching and ideas of how to plan some activities to make it more interesting and fun. HJL also highlighted the equipment that was available and how this could be used. Year 1 are struggling to deliver their second session of PE due to the lack of markings on the front playground and the weather. It is felt that giving them an indoor opportunity for their second session would help this situation as it is a more confined space and children are not spending lots of time running after balls around the playground. Year 1 however, do a physical activity session every day, linked to their curriculum work. This happens most mornings and ensures that we are meeting the 2 hours requirement. But it is recognised that skill development may be hampered by this. Next year they will request a second indoor spot for year 1s.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4800/£19438 24.7% Please note much of this cost is incorporated in Key Indicator 1.
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>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 through afterschool and lunchtime provision.</p>	<p>Use of pupil voice to establish what pupils would be interested in (particularly girls).</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 across the school throughout the year and identify the children who need to be invited.</p> <p>Teacher time to provide opportunities for children - 3 clubs per week</p>	<p>Admin time and allocation of assembly time.</p> <p>Admin time and allocation of assembly time.</p> <p>Within admin time</p> <p>Within £5000 allocated for equipment PP children.</p> <p>£27.80 x 3 x 1.5 hours x 38 weeks = £4800 approximately</p> <p>Within the £5000 allocated for equipment.</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 enjoy PE lessons and the variety of sports on offer. Pupil engagement and involvement has improved. Children are water- confident: a life skill as they live close to a coast.</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 sporting activities in whole school improvement.</p>

		Within 10 lunchtime release sessions (see above).		
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## REVIEW

### End of Autumn Term 2021:

- Many PP children have completed a questionnaire (one -to-one with HJL) but not all PP children have been consulted due to time restraints and COVID19 restrictions. A report will be compiled from the questionnaires that were completed. The conferenced questions were also recorded and these recordings will be used alongside the paper questionnaires to compile a report on PP children's 'Pupil Voice', which will be given to the PP Co-ordinator to be used alongside other evidence. These questionnaires, along with the Girls Active survey, have already informed the purchasing of equipment to provide enhanced afterschool opportunities for all. As previously stated, equipment to top up each bubble's activity equipment box, such as skipping ropes, hula hoops, ball for each class (to ensure enough are available for girls as well as boys) have been purchased as a result of Pupils' Voice.
- Tri-Golf and bowling mats and balls have been purchased to offer different opportunities to all children in school, with a particular focus on girls and PP children initially. As a result of the girls' survey, fitness mats and fitness bands have been purchased to enable fitness clubs to take place as well as supporting fitness in the curriculum taking place in year 6. Table tennis bats have been purchased (as many of our current bats are damaged) with some desk top nets; these would allow alternative wet weather PE in the classroom. Badminton posts and nets, which can also double up as volleyball nets, have been purchased for both lunchtimes and afterschool opportunities. The current posts and nets were a mix of equipment from different packs and were bent, twisted, broken or had parts missing. This is to give a net/wall lesson alternative through badminton and volleyball, for use in the hall or outdoors, as well as an alternative afterschool sports option, which can be targeted at PP children or girls, be set up as an intra-school event or as a session for the more able children to be involved in.

### End of Spring Term 2022

- Clubs that took place in the Spring Term offered children a chance to play a different sport each week. Clubs have targeted all girls, pupil premium in years 4 and 5 and all other year groups. The clubs that have been well attended have been year 1, (20) year 2 (18) and there have been more girls than boys from year 3 and 4 attending their relevant clubs. 18 letters were sent out for the Pupil Premium club but only 5 people attended and these were from year 4. Children have had the opportunity to play Tri Golf, New Age Curling, Archery, Carpet Bowls, Benchball, and more traditional sports. Year 1 and 2 have taken part in multi skill activities. Exeter Chiefs attended the school for a PSHE sessions with year 4, which also involved an active session on the field developing their tag rugby skills. The planned assembly about golf has been delayed until we return to normal assemblies: the Golf teacher may be able to support in a Tri Golf taster/afterschool session/s. Year 6 took part in 5 sessions of swimming – it was clear from this there was a larger than normal number of children with little water confidence so booster sessions have been arranged with the swimming pool for the summer term, after SATS.

### End of Summer 2022

- Clubs were offered in the summer term with more children attending. The feeling was that parents were feeling more confident about this following COVID restrictions being lifted and life returning more to normal.
- Booster sessions offered to year 6 children who did not meet NC requirements. These took place – see first section on swimming. Next year's swimming sessions have already been booked and children from year 1, year 3 and year 6 are planned to attend. Year 3 Autumn, Year 6 Spring, Year 1 Summer. There have been some niggles with the organisation of the swimming this year with a slow return from COVID restrictions, but these have now been ironed out and next year

should be smoother as life is more normal.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2000/£19438 10.3% Please note much of this cost is incorporated in Key Indicator 1.
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 continue to take part in inter-school competitions across a variety of sports in the St Luke's and QEAT Sports Partnerships.</p> <p>To engage a greater number of children being involved in intra- school competition</p> <p>To ensure that every child in school has represented the school in a sporting activity by the time they have reached year 6</p>	<p>To be involved in local school and the School Games programmes.</p> <p>To identify A and B teams to increase the number of children involved.</p> <p>Sports Council to promote and support Personal Best challenges and 'Craze of the Week' lunchtime activities as well as intra-school competitions. To train Sports Crew to help with these.</p> <p>Teachers to do mini competitions within their PE lessons.</p> <p>Afterschool clubs linked with competitions and as many members of the club taken as possible. Regular reports of competition results on Celebration Boards and in newsletters.</p>	<p>£2,000</p> <p>Within 10 allocation of lunchtime sessions.</p> <p>Support organisation with admin time</p> <p>Within after school provision</p>	<p>Children feel more confident at taking part in competitive opportunities, having attended regularly through the school.</p> <p>More children are attending afterschool clubs.</p> <p>Teachers feel more confident about taking the children to a competitive event.</p> <p>Regular reports raise the profile of PE and sports across the school community.</p> <p>WIDER IMPACT EXPECTED: Children learn wider skills beyond the curriculum Pupil engagement and involvement in competition has improved.</p>	<p>Parents and teachers see benefits and are willing to take children and support them at competitive events.</p> <p>Relationships with School Sports Partnerships strong and opportunities for further involvement sought.</p>

## REVIEW

### End of Autumn Term 2021

Much of this has not happened this term due to COVID19 restrictions.

The Sports Council was set up in September and we only met for 1 half term but managed to organise a basketball competition for lunchtimes. The winner of each year group was the team with the most School Games points which could be added to with their scores. A skipping competition had been arranged for the second half of the Autumn term but due to illness and COVID restrictions in place in school (high level of children with COVID) this did not take place. No meetings took place in this second half of the term either as children were back into bubbles and it was felt difficult to achieve any outcomes without meeting together. No afterschool clubs took place in the second half of the Autumn Term. We did agree to be part of the QEAT Sports Partnership again this year but were unable to take part in the year 5 Tag Rugby due to the COVID situation within the school.

### End of Spring Term Review 2022:

The Sports Council reconvened for the first time in the second half of the Spring Term. They were able to plan and run a Football Tournament over lunchtimes for each of the KS2 year groups. This tournament was also scored on School Games Values ; this enabled children to identify with them outside the PE setting and the tournaments went ahead without any behaviour issues and with children acting in a respectful way. For the year 6s, the Sports Council arranged a Golden Tournament for the football players, The teams had equal boys and girls for both tournament formats. However for year 6 Gold Tournament, HJL split the 2 classes so that they were mixed and equal. This gave a very competitive tournament with children displaying excellent School Games Values throughout and after. All teachers reported that there were no fall out issues afterwards which is unusual with competitive situations and particularly football. The first half of the Spring Term was still affected by COVID, with children and staff members being absent due to sickness. We were unable to attend the Year 6 G&T due to this as no staffing was available and clubs did not take place in the first half of the term. In the second half of the term clubs were put back on but had to be single year groups due to COVID caution.

Afterschool clubs were not linked to tournaments as the opportunity to take part in these is not the same as previously. St Luke's School Sports Partnership events have been mostly virtual, with the exception of the Cross Country. Unfortunately due to low staffing within our school and the numbers that were involved at the time of confirming our attendance, we did not take part this year. We did manage to take children to the year 3/4 Inclusion festival and 2 teams of year 6 children to the Netball Festival held at QE as part of our QEAT School Sports Partnership agreement. The year 6 girls who were selected to attend the festival initially were very reluctant to take part but, following a meeting, all attended. In terms of confidence building, this was a terrific opportunity for the children who have not really had any opportunities to do this for 2 years due to COVID. They all reported they had a good time, did better than they expected and were glad they went.

### End of Summer Term Review 2022

- As COVID restrictions were lifted children in years 3, 4 and 6 took part in an Orienteering Day, Cricket/Rounders festival and Athletics festival. COVID and time restrictions have affected some of these intentions. Next year, to relook at these and plan to focus on fewer aims so as to get quality in one or two areas.

Signed off by	
Head Teacher:	Andy Smith
Date:	September 2021
Subject Leader:	Heather Little



Date:	September 2021
Governor:	Pamela Jackson
Date:	