



Redfield
Educate Together

Primary P.E. and Sports Premium
Expenditure Plan 21/22

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:
<ul style="list-style-type: none"> • The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles including home P.E. challenges during lockdowns and isolations. • Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions • Improved playtime resources chosen to facilitate more active play at morning playtimes and during lunchtime • Engagement of pupils in swimming from as earliest as was allowed through to the end of the year 	<ul style="list-style-type: none"> • Continued investment in resources for the teaching of P.E. and running of after school clubs whilst maintaining a good level of high-quality equipment and broadening the resources so we can offer a wider range of sports • Continued staff training and awareness of high-quality P.E teaching • Continued staff training in facilitating active playtimes and purchase of further resources to support this • Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours • Further develop the cross curricular benefits of P.E.

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

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>Swimming lessons resumed as soon as the pool re-opened, prioritising the older children to enable them to meet the minimum standard. During lockdown and pool closures we provided lessons on water safety.</p>	<p>100% of Y6 have participated in swimming this year. They will continue until the end of the year or until they meet the standard. 50% achieved so far.</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>50% at last review</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>50% at last review</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>50% at last review</p>
<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?</p>	<p>No but we will do in summer term / summer holidays for Y6 children who haven't achieved standard</p>

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: 2021/22		Total fund allocated: £19,230		Date Updated: Feb 22	
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					Percentage of total allocation:
					18%
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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	<ul style="list-style-type: none"> Purchase of additional PE resources to support PE sessions e.g. Balls/Bean bags/. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons. The school to offer a wide range of sports and activities in P.E.		£1,500	<ul style="list-style-type: none"> Initial spend has ensured that all planned PE sessions have been fully resourced, as a result this has led to greater participation and active minutes in lessons 	<ul style="list-style-type: none"> Continued monitoring of PE resources for wear and tear Purchasing plan to ensure all sports are adequately covered Continue to widen range of resources so a wider variety of sports can be offered
Access to increased range of high-quality resources to facilitate active play linked to Playpod	<ul style="list-style-type: none"> Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources 		£500	<ul style="list-style-type: none"> Observations show an increased participation by pupils in organised games on the playground. Leading to a more active playtime for more children. 	<ul style="list-style-type: none"> Continued monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation.

	which encourages active play on the playground.			
Promote an increase in physical activity outside of school as well as within. This includes participation in Sustrans Cycle and Safer Streets	The regular, daily use, of the Travel Tracker scheme to encourage children and families to start the day travelling actively to school e.g. walk, cycle, scooter etc.	£500 for staffing and additional incentives	As a result of travel tracker, the children are very determined to use more active ways of transport to arrive at school. They enjoy updating the travel tracker each morning. This has worked due to the encouragement from all staff members.	Continued daily use of the scheme encouraging active travel into school and using badges for motivation.
All children in year 6 have the necessary lessons to learn all the skills needed to be confident swimmers, perform safe self-rescue and meet the curriculum requirements for leaving at the end of the year.	All children in year 6 take part in weekly swimming lessons until they are able to competently, confidently and proficiently over a distance of at least 25 metres	£999.60	All children are given the same amount of time for swimming. Children positively feedback about their experience. Children in year 6 showed more increase in skill and confidence over a longer period of lessons than previous years.	<ul style="list-style-type: none"> • Book the school at the leisure centre for next year. • Discuss timing of lessons and if more or different timings are required • Start with year 6 cohort until all are at the required standard. • Move the offer to year fives to ensure they reach the curriculum aims. • Keep any year 6's in swimming lessons with other years until they reach the curriculum aims.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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:
Training for Yr 6 pupils to enable them to help deliver lunchtime play activities/games/competitions as well as support with extra-curricular activities and sports day.	<ul style="list-style-type: none"> • Renewal of Sports Leaders Licence to enable pupil access to improved quality of lunchtime playground activity provision. • 6 hours of training for Yr 6 pupils as lunchtime playleaders. They will then deliver games and intra competitions to younger students as well as supporting teachers in lessons and extra-curricular activities 	£99	Improved self- esteem, enhanced enjoyment of physical activity and well organised and run games and activities at lunchtimes.	<ul style="list-style-type: none"> • Ongoing monitoring of efficiency of lunchtime playleader provision via pupil; midday supervisor and staff periodic assessment of scheme. • Training for the next Yr 6's to keep the programme running.
Provide leadership training to ensure that children have the skills and confidence to lead health-enhancing activities across the school at playtime and after- school	<ul style="list-style-type: none"> • Children to lead on lunchtime clubs in the MUGA focusing on different sports (linked to curriculum plan and skills maps) • Opportunities for leadership to be developed through PE planning and following Sport Education research • The playground space is more inviting and offers children the opportunity to develop independent play skills, they are learning new games, and activities and can initiate play both in the playground and beyond. 	£2,500	<ul style="list-style-type: none"> • UKS2 developing leadership/responsibility /teamwork 	<ul style="list-style-type: none"> • Targeting of key children who would benefit from developing responsibility and confidence

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

				20%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps:
Adapt curriculum map from KS1 to KS2 to embed development of Fundamental movement skills, physical literacy and social skills	<ul style="list-style-type: none"> The curriculum map for PE supports the development of children's fundamental skills introduces and develops skills for competitive and collaborative activities through a naturally progressive curriculum Curriculum provides challenges and opportunities for analysis and improvement of skills through more traditional games Curriculum includes physical activities for life, to promote healthy and active lifestyles and lifelong participation Provide new equipment to enable skills to be developed quicker and allow opportunity for mastering the skill 	£2,500	<ul style="list-style-type: none"> Children will access high quality provision and developed age appropriate movement skills Children will have consistent, progressive teaching that builds upon their skills 	<ul style="list-style-type: none"> Adapt curriculum based upon findings from last year and current research

<p>Increase staff's confidence within the teaching of P.E. and develop expertise in the teaching of PE</p>	<ul style="list-style-type: none"> • Purchasing Primary P.E. Passport to help increase staff confidence and efficiency in planning and assessing PE. • Deliver bespoke onsite training for staff (following lesson observations and skills audits) to include: <ul style="list-style-type: none"> ○ Phase meetings ○ PDM sessions ○ Individual coaching/Team Teaching <p>4th May</p>	<p>£300</p>	<ul style="list-style-type: none"> • As a result of purchasing the app the children are receiving a higher standard of P.E. lessons from more P.E. confident teachers. • Tailored CPD designed to identify areas of development, improve subject knowledge and confidence of teaching PE. 	<ul style="list-style-type: none"> • Continued use of the app as well as holding staff meeting on using the app and all the accessories that come with it as well as the planning.
<p>Continue to improve staff confidence and knowledge in P.E. and sport Pedagogy.</p>	<ul style="list-style-type: none"> • Purchase an AfPE Membership for entire school, this will provide the school with P.E. journals and newsletters with the most recent developments and information for staff to increase their knowledge and confidence. 	<p>£180</p>	<ul style="list-style-type: none"> • With more confident staff members this will increase the level of P.E. being taught to the children. Therefore, giving them the best chance to progress in P.E. 	<ul style="list-style-type: none"> • Renew membership and keep up to date with publishing's and pointing staff members to relevant information.
<p>Training and an increase in staff confidence, knowledge and ability in delivering high quality activity lead play at lunchtimes.</p>	<ul style="list-style-type: none"> • Through various ways the school has provided training and support for lunchtime staff members in leading play effectively and behaviour management. E.g. • Play Pod training 	<p>• £925</p>	<ul style="list-style-type: none"> • Observations show an increased participation by pupils in activities and sports on the playground during lunchtimes. Leading to a more active playtime for more children. 	<ul style="list-style-type: none"> • A bulk of this training for lunch staff will be provided during the next school year. After this training it will be learnt practices will be put into place immediately.

	<ul style="list-style-type: none"> • Activity and game ideas books • Beacon Lunch Support App 			<ul style="list-style-type: none"> • Review of the use of all of these programmes and whether to continue. • A look at more lead activities during lunch.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33%
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:
Access to increased range of high-quality resources to facilitate active play.	<ul style="list-style-type: none"> • Through the Scrapstore Play Pods they will provide the school with various scrap play materials that can be used in thousands of ways to provide interactive fun play during breaks and lunchtimes. • They will also make several deliveries throughout the year to keep the materials fresh and fun. 	£500	<ul style="list-style-type: none"> • This service will start at the beginning of the next academic year and we wish to see a rise in active play during breaks and lunchtimes. 	<ul style="list-style-type: none"> • Monitor the use of the Scrapstore Play Pods and their effectiveness. • Review and see if we wish to continue with this service in the future.

<p>Develop enhanced and extended curriculum provision effectively into whole school practice.</p>	<ul style="list-style-type: none"> • All children have the opportunity to participate a range of high quality activities • Identify successful clubs and identify clubs that need to be changed/ adapted in order to allow as many children to participate as possible • Providing a link for children to develop what has been learnt in lessons in a different context. • Providing children with exit route from PE lessons. • Children to be given opportunity to access extra-curricular activities during school and after-school 	<p>£4,000</p>	<ul style="list-style-type: none"> • Maintaining a high number of children attending clubs throughout the year. • Beginning to offer a wider menu of clubs to pupils 	<p>Continued implementation of strategy to ensure active population of pupils</p>
<p>Develop opportunities for all children to access sport throughout the day</p>	<ul style="list-style-type: none"> • Training for TAs and Play Team on encouraging children to participate and developing understanding of different games • Children from year 5/6 to run sport sessions for children from KS1 and LKS2 	<p>£1,500</p>	<ul style="list-style-type: none"> • Playtime organized and structured resulting in development of physical and social skills. • Coaching sessions from UKS2 children to KS1/LKS2 children. 	<ul style="list-style-type: none"> • Continue to offer activities throughout the school year to positively engage children. Adapt activities linked to curriculum plan and/or interests and needs of the children

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
Increase the number of in-school / inter-house competitions	<ul style="list-style-type: none"> Develop Sports Education model for year 5 and 6 in order to develop leadership and competition Creating competition framework between houses in each year cumulating with celebration for winning team and children who have shown the values of sportsmanship. Inter-school competition calendar with half-termly non-traditional sports. Competitive Sports Day for both KS1 and KS2 in house teams 	£750	100% of children will have accessed in- school competition format.	<ul style="list-style-type: none"> Increase number of opportunities for inter-school competitions across age groups
Increase participation rates in level 2 and level 3 competitions	<ul style="list-style-type: none"> Develop sports fixture calendar as part of partnership with Ashton Park School Sport Partnership that will allow opportunities for inclusive opportunities for all children to participate Creating a common identify in striving for excellence 	£2,500	<ul style="list-style-type: none"> Children develop team identity/culture/philosophy 	<ul style="list-style-type: none"> Implementation of/ including in more inclusive events in the area.

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