

PE and Sport Premium Strategy

It is a statutory requirement for primary schools to publish, on their school websites, how much PE and Sport Premium funding they receive; a full breakdown of how they have or will spend the funding; the effect of the premium on pupils' PE and sports participation and attainment and how the school will make sure these improvements are sustainable.

It is expected that schools will see an improvement against the following five key indicators:

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

How to use the Primary PE and Sport Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- Develop or add to the PE and sport activities that your school already offers.
- Make improvements to the current teaching of PE that will benefit pupils joining the school in future years.
- Introduce new sports or activities and encourage more pupils to take up sport.
- Support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs.
- Run sports activities with other schools.

How we plan to spend the PE and Sport Premium funding in 2020/21

Academic Year: 2020/21	Total fund £17,930 (the school also commits additional funding) Total funding £18,625	Date Updated: July 2021 The school only spent £14,783 so £3,147 will be carried forward.		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
Introduce the work station bikes so that pupils are more active during the day.	To purchase a class set of work station bikes and research the impact with Year 5.	Initially £600 Potentially £3000	Pupils are involved in daily additional activity. Pupil Voice shows that pupils and staff enjoyed participating. Electronic monitoring analysis shows impact.	Due to the school risk assessment, the work station bikes were not purchased. In response to Pupil Voice, the school purchased a portable games area instead. The school will closely monitor the usage and expects there to be at least 80 pupils playing games in the designated areas during lunchtimes. (Total spend - £3,508)
The school to be open and accessible outside normal school times so that pupils can participate in physical activities before and after school.	To contact local organisations and liaise with them to deliver opportunities on-site in the holidays. Support the cost of introducing holiday clubs and extended school opportunities.	£1000	A greater number of pupils are involved in physical activity outside of school and during the school holidays.	This was not completed due to the school risk assessment. This funding will be carried forward to the next academic year.
To enable pupils to independently access physical activity opportunities and take on leadership responsibility and to be able to provide even more opportunities to be active.	Play leaders to receive a uniform.	£300	More pupils are involved in regular physical activity. Children take more responsibility.	This was not completed due to the school risk assessment. This funding will be carried forward to the next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
House Captains to celebrate competitions weekly so that the whole school is aware of the importance of PE and to recognise the participation and achievements of their peers.	Liaise with assembly leaders to facilitate PE involvement.	£50	Staff, pupils and parents experience the celebration of sporting participation and achievement on a weekly basis.	This was not completed due to the school risk assessment. This funding will be carried forward to the next academic year.
Community Sports Club timetable to be advertised on the PE notice board and Class Dojo. To raise the profile of the community provision on offer to increase participation.	To develop further links with local community clubs. To ensure the board is updated regularly.	£25	The profile of sport and healthy, active lifestyles is raised.	A PE noticeboard has been maintained in the hall. This has included a community club timetable but opportunities have been limited due to COVID-19. Local community clubs will be fully promoted as soon as they start to operate.
To maintain the excellent MUGA facility and encourage more community children's clubs to use the facility. This will increase the number of opportunities in the evenings, weekends and during the holidays for pupils to be active.	Purchase the annual maintenance package. To develop links with the local community clubs and providers.	£800	Children are active during lunchtimes and breaks throughout the year.	The astro is still in excellent condition and the facility is very popular during lunchtimes. To continue to maintain the facility with external support. High schools are to be invited to bring sports leaders to the school during lunchtimes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure new staff feel confident in leading Physical Education lessons. Pupils will make at least good progress.</p> <p>More staff will feel confident in delivering after-school opportunities and even more pupils will be regularly participating.</p>	<p>Team planning and delivery of Physical Education lessons for less experienced teachers.</p>	<p>£3000</p>	<p>Staff feel more confident in leading Physical Education lessons.</p> <p>The quality of teaching Physical Education significantly improves.</p> <p>Pupils make better progress and achieve higher attainment levels.</p> <p>More opportunities on offer.</p>	<p>Whilst the school was operating in bubbles, more teachers were teaching PE and therefore the support timetable responded as necessary.</p> <p>Staff feedback showed that staff felt more confident in delivering PE during the course of the year and assessing.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop a wider range of activities both within and outside of the curriculum in order to increase the number of pupils involved.	<p>Lunchtime sports clubs (2 x 30 minutes, 4 times a week)</p> <p>After-school sports clubs (60 minutes 3 times a week)</p>	<p>£3700</p> <p>£3000</p>	<p>More pupils are involved in regular sport outside of curriculum time.</p> <p>Pupil Voice will determine the activities timetabled and measure the impact.</p>	<p>The school risk assessment impacted the number of pupils that were able to access these opportunities.</p> <p>To offer more places in each of the clubs as soon as the risk assessment allows.</p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Introduce additional competitive opportunities in inter-school sport.</p> <p>To host at least one Academy Trust competition every half-term at the school. During the year, there to be one for each year group, involving as many children as possible.</p>	<p>Sign up to North Suffolk Sports and Health partnership.</p> <p>DNEAT Trust events calendar.</p>	<p>£750 for NSSHP</p> <p>£2000 for buses and coach.</p> <p>£200 for trophies, medals, certificates</p>	<p>Increase in competitions entered and as a result increase in pupil participation.</p>	<p>The school accessed a number of virtual events through the NSSHP during remote learning but unfortunately the majority of the competitions were cancelled.</p> <p>The funding allocated for transport and trophies will be carried forward to the next academic year.</p>
<p>Introduce additional competitions that whole classes can participate in intra-school sport and therefore increase the number of pupils that are participating.</p>	<p>PE Lead to plan and facilitate a programme of House Competitions.</p>	<p>£300 for certificate and trophies/ medals</p>	<p>Increase in competitions and as a result, increase in pupil participation.</p>	<p>This was not completed due to the school risk assessment. This funding will be carried forward to the next academic year.</p>

The school is not able to provide the following data as the Year 6 did not go swimming last year. This was in response to the school risk assessment.

The school has booked for the Year 4,5 and 6 pupils to attend swimming lessons next year.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%

