

Sports Premium Statement 2021/22



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Re-joined GSSN. • Enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions. • Consistent take up of before and after school clubs, when available, subsidised by the school- included netball (Y5/6), Football (Y4, Y5/6) and Rounders (Y6) cricket • Forest School has continued with enhanced facilities. • Fit15 continued across year groups with the introduction of a “Personal Challenge” • Some competitive sport provided for year groups- eg Cross Country; Hockey, swimming. 	<p>Further provision of after school clubs and a range of sports.</p> <p>Increase inter-school league and competitive sporting opportunities</p> <p>Increase outside provision from coaching</p> <p>Further enhance the opportunity for all children in school to take part in competitive sport.</p> <p>Top up swimming sessions to enable all children to achieve KS2 requirements</p>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?YES*

Delete as applicable

Total amount carried forward from 2020/21 - £32994

+ Total amount for this academic year 2021/22 - £20533

= Total to be spent by 31st July 2022 - £68231

Spending – academic year 2021/22 - £40463

<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 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 2021.</p> <p>Please see note above.</p>	23/60 (38%)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	36/60 (60%)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	36/60 (60%)
<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>	Yes

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: 2021/2022		Total fund allocated: £	Date Updated:	
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:
				%
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><i>To build physical and mental stamina and a sense of wellbeing by use of a physically active and creative PE/ Enrichment curriculum by engaging as many children as possible in a range of sporting or active opportunities and clubs</i></p> <p><i>Through collaboration with the Well-being KAT such as improved playtime equipment/ staff training/expertise, playtimes now foster more active, engaging breaks for pupils.</i></p>	<p><i>Provide a range of opportunities for inter- house tournaments throughout the year to engage all pupils</i></p> <p><i>Sports workshops for all children eg Dan the Skipping man</i></p> <p><i>#Letgirls play football initiative to encourage girls to try football</i></p> <p><i>Ensure variety of sports clubs for all ages</i></p> <p><i>In liaison with Well being KAT the least active pupils in every Federation class were targeted and monitored through the year to ensure improved participation in school PE/sport and out of school hours clubs and competitions/events. 100% of pupils showed improvement from their baseline levels at the end of the academic year.</i></p>		<p><i>Throughout the year, children have taken part in four inter-house tournaments including hockey, benchball, football and tag rugby. These events were well-received and were highly successful</i></p> <p><i>All children participated in the skipping workshops and all girls tried #Letgirls play which led to dinner sessions for girls/ boys only</i></p> <p><i>Clubs were varied with a good take up – now monitored to ensure we are reaching as wide a range as possible</i></p>	<p><i>Continue to include opportunities for inter-house tournaments and continue to encourage children to adopt a 'Personal Challenge'</i></p> <p><i>Continue to introduce a wide variety of sports workshops and sports initiatives (eg skating)</i></p> <p><i>Continue and extend the offer of a variety of clubs to appeal to all pupils.</i></p>

<i>To continue to encourage the "Daily Mile2 through our "Fit15" initiative</i>	<i>Children are encouraged to be active for at least 15 minutes through the day by walking or running using the "Fit15" "Personal Challenge" and "Daily Mile"</i>		<i>Measurable improvements in the distance and stamina of younger pupils in particular due to an improved focus on Daily Mile running in R, Y1 and Y2.</i>	<i>Make sure children can do this all year round eg all-weather tracks</i>
<i>Encourage continuous outdoor provision of physical activity</i>	<i>Replace Y1 pergola flooring so that physical activities can continue all year round</i>		<i>Y1 have increased amount of physical activity</i>	<i>Monitor Y1 to ensure physical activity is part of continuous provision</i>
<i>Encourage wider range of physical activity at playtimes</i>	<i>Purchase adventure trail and trampoline for infant playground</i>		<i>Both very popular and show increased activity</i>	<i>Monitor playtimes to ensure usage and add to playtime equipment eg bikes</i>
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:
<i>Enhance children's experience of different sports through provision of adequate and appropriate equipment.</i>	<i>Monitor use of and condition of existing equipment and purchase new equipment where necessary.</i>		<i>Purchased: kit for football & netball clubs, mats for PE, skipping equipment, sports kit for teams, PE maths Impact – better equipment to improve play – teams have demonstrated success at sports</i>	<i>Next year, continue to monitor equipment needs and update provision where necessary.</i>
<i>All year groups to attend swimming sessions- Y2 to Y6 – all children to achieve end of KS2 swimming requirements</i>	<i>Ensure that Y2 to Y6 swim throughout the year – normally school fund swimming for Y3/4 so introducing swimming earlier in Y2 and top-up swimming in Y5/6</i>		<i>Swimming has taken place across Y2 to Y6 throughout the year and indications are that this has been successful (see competitive sports section below)</i>	<i>Ensure swimming continues at the level enjoyed this last year.</i>
<i>Improved use of the Forest School area to support the Curriculum and children's mental health and wellbeing</i>	<i>Purchase of additional equipment that will allow easier high-quality access for all children to Forest School area both as part of the curriculum and during play.</i>		<i>A wooden camouflage shelter has been erected within FS grounds enhancing opportunities for children to use the site even in very wet/cold weather, and affords a dry area for</i>	<i>Planned maintenance of fencing/pond area/outside classroom and other essential infrastructure. Greater involvement with 'outside'</i>

			<p>group 'camp' activities.</p> <p>SEND pupils have benefitted from targeted Forest School sessions in smaller groups to develop fitness/social/resilience and practical skills leading to a measurable increase in self-confidence and emotional well being for these pupils.</p>	<p>support agencies such as local armed services, Woodland Trust and Glos Wildlife to enhance the site provision and develop the breadth of children's skills and knowledge.</p> <p>Permanent wooden structures put up for teaching different shelter building methods, use of ropes/pulleys and knots.</p> <p>Whole school event planned to plant 340 new trees with Woodland Trust support.</p>
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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:
Provide support to teachers and, where required, arrange outside coaching support for classes.	<p>Ensure constant communication with staff regarding requirements for PE.</p> <p>Liaise with teachers and the local GSSN in providing sports coaching opportunities.</p>		<p>Specific coaching has been provided to Y3, Y4 and Y5 in cricket and hockey</p> <p>Skipping workshops provided ideas for teachers and lunchtime supervisors.</p> <p>In addition, a group of Y11 students from Churchdown Academy assisted with the inter-house football tournament.</p>	<p>Continue to discuss with staff, coaching needs this coming year.</p> <p>Additionally, provide ongoing support with regard to record keeping in 'Big Books' of the PE being undertaken in school.</p>

Staff to attend GSSN events and monitor PE in school/ clubs offered	PE KATs staff to communicate key messages/ events to wider staff		Participation in wide range of events Staff have good knowledge of what is being offered in school	Continue monitoring to support next steps
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:
Offer after school clubs/ workshops/ festivals for children to cover a range of sports.	Organise different clubs; ensure opportunities for each year group		This year, clubs were run by staff covering hockey, distance running, netball, rounders, cricket and football at various times of the year. Year groups from 3 to 6 were given opportunities to join one of these group - KAT now monitoring take up Other activities included skipping and dance festival	Next year, this should continue to ensure that the children have as many opportunities as reasonably allows given staff availability to run clubs.

Key indicator 5: Increased participation in competitive 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:
<i>To continue to attend local sports competitions and compete against other schools as opportunities arise.</i>	<i>Renew subscription to GSSN Attend a range of Primary Schools sporting events and leagues.</i>	<i>£ GSSN sports affiliation</i>	<i>This year has been highly successful in terms of competitive sport. At the Primary Schools' Cross Country Championships, we had a number of significant successes with top placed runners from Y2 to Y6. In particular, we achieved 3 finishers who received letters for the Gloucester City trials. In football, boys A and B teams and a fledgling girls team enjoyed successes in tournaments and the local leagues. In hockey, the bought-in coaching ensured that two teams could represent the school at the Quicksticks Hockey tournament in the Spring. Both teams won their respective competitions. In Netball, the Y5 squad trained hard, competed and developed their skills. In Swimming, we took a team of children to the Primary Schools' Swimming Gala and won the outright first place as tournament winners.(this included overall 2nd place in 10m races and 1st place in 25m races) In Kwik Cricket, our squad ran in 3 victories out of 4 in the local league.</i>	<i>Plan for future events; plan future after school clubs to prepare for competitive events. School has taken part in the Virtual Cross Country championships and results were submitted to the GSSN All weather track for sustained Fit15? Subject to easing of restrictions, focus on providing opportunities for all year groups to attend sporting events. CPD teacher training and inter-school events specifically to enhance provision for pupils with additional needs planned.</i>

Signed off by	
Head Teacher:	D Preece
Date:	1.10.22
Subject Leader:	M Page/ A Malley/ S Maj
Date:	1.10.22
Governor:	I Garbett
Date:	1.10.22