

Evidencing the Impact of the Primary PE and Sports Premium

Review of spending for academic year 2021 – 2022



Supported by



About the PE and sport premium

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and sport premium can help primary schools to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.

As a result of coronavirus (COVID-19), on 17 June 2021 the Education Secretary announced a relaxation of ring-fencing arrangements for the PE and sport premium. This will allow any unspent grant to be carried forward into the 2021 to 2022 academic year.

Any under-spends carried forward from the 2019 to 2020 academic year, and the 2020 to 2021 academic year, will need to be spent in full by 31 July 2022. Schools should factor this into PE and sport premium spending plans.

Department of Education 2021

Swimming data	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	15%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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

Academic Year: 2021/22	Total fund allocated: Total fund allocated including carry over: £21586 Total funds spent: £21586 £4586 carried over from 2020/2021	Date Updated: July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity.			Percentage of total allocation: % 55.6
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Extending the PE provision for Teaching & Learning 	Access External Swimming: Provide external additional swimming sessions. Provide additional swim aids so all primary learners continue to access swimming onsite. £4,100.	KS2 classes accessed an additional swim session externally to their onsite swim lesson. This helped to ensure that a greater number of learners were able to: <ul style="list-style-type: none"> Swim with confidence Swim 2-5m Swim 5-10m Swim 10-25m 20% of our learners can swim 25m. Through our learners attending external swimming venues community awareness of learners with special educational needs was raised. In addition, the experience of attending an external venue assisted with developing our learners confidence and independence within the local community. Additional aids purchased to ensure all primary aged learners were able to access the pool with the correct aids available. Lesson observation feedback indicated that swimming lesson were well resourced that assisted with the quality of delivery.	External swimming slots have been booked for 22-23 academic year for primary learners to access additionally to a session onsite.
<ul style="list-style-type: none"> Access to quality resources during PE sessions to enable access for all <p>&</p>	Purchase additional PE resources so that primary PE lessons are fully resourced and all individual learners have access to enable full engagement. Purchase additional lunch and break time resources so that these times are fully resourced and all	PE curriculum is well resourced evidenced by greater participation and inclusion in physical activity during physical development lessons. Having greater resources	Ensure learners continue to have better quality resources to utilise when accessing both curricula and extra curricula provisions. PE department to monitor wear and tear of resources and replenish where possible.

<ul style="list-style-type: none"> • Access to increased range of quality resources during lunch and break times to enable access for all. 	<p>individual learners have access to enable full engagement. £7,000</p>	<p>enabled PE staff to deliver a range of activities for learners to experience.</p> <p>Classes were given additional PE equipment to use with learners in class and in the playground area. This led to greater participation and active minutes in lessons and during break times. In addition, learners social skills were developed through taking part in a range of activities with their peers.</p>	
<ul style="list-style-type: none"> • Funding for sports coach to help run lunch time sports activities 	<p>Use external sports coach and ensure there is a plan in place so all primary learners can access. £900</p> <p>Key indicator 1 = £12000</p>	<p>Birmingham was the host city for delivery of the Commonwealth Games 2022. We created a link with coaching company Aspire that aims to engage children and young people in physical activity, by providing innovative delivery, training services and resources that educate and inspire. Aspire delivered a range of activities to our primary learners that related to sports in the Commonwealth Games. This enabled our learners to experience new sports and increase knowledge of the Commonwealth Games.</p> <p>In addition to the above some of our Primary learners participated in activities delivered by Scoot Fit. Our learners scooted for 30 minutes at a time to music helping develop skills, abilities and confidence. Research suggests scooting burns 30% more calories than cycling and running.</p>	<p>Continue to offer a range activities to broaden our learner experiences within sport and physical activities.</p> <p>Continue to extend our community links to support/enrich our PE curriculum.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.			Percentage of total allocation:
			9.2%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improving the health & wellbeing of our learners 	<p>Provide all primary age learners with a widely resourced physical development resource kit.</p> <p>To include equipment that will develop their fine and gross motor skills, encourage turn taking and in turn develop peer relationships that will develop their individual creativity of movement and help assess their sensory needs and requirements.</p> <p>Support pupils with their independent play and small group activities to help encourage and develop their physical, emotional and communication skills whilst enjoying themselves and having fun.</p> <p>Key indicator 2 = £2000</p>	<p>Primary learners have had access to bespoke resources to develop physical skills within classroom sessions. This assisted with increasing daily physical activity to improve health and wellbeing.</p> <p>Gross and fine motor skills were targeted.</p>	<p>Continue to promote the health and wellbeing of our learners through effective communication of the PE premium with our extended leaders. This will assist with ensuring our staff understand the strategy of the PE premium and how to spend the money effectively.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Percentage of total allocation:
			17%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Extending the PE provision for Teaching & Learning 	<p>Lifeguarding training/refresher course in order to support swimming lessons.</p> <p>Rebound therapy for SEN. Rebound therapy is the phrase that describes a specific model of trampoline therapy and exercise therapy which uses a full sized</p>	<p>9 staff including 3 PE staff were trained in life saving over a 2 day period. This ensures that onsite swimming lessons and clubs can continue to run thus benefiting the learners.</p> <p>10 staff were rebound trained and then led Rebound therapy sessions in the PE sessions, which enabled more learners to access rebound on a regular basis.</p>	<p>Lunch time swimming clubs will be offered this academic year.</p> <p>Learners will continue to enjoy the benefits of rebound therapy in PE lessons and a lunch time offer.</p>

	trampoline to provide opportunities for movement, therapeutic exercise and recreation for people across virtually the whole spectrum of special needs. X10 staff to be trained.		
	Key indicator 3 = £3640		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Percentage of total allocation:
			7%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Primary classes to have a regular 1x weekly slot for a half term each at an external venue to experience a range of activities. 	<p>Learners to experience travelling to external venue, participating in a variety of activities that challenge and stimulate them. EYFS pupils will have support to develop skills within prime area of Physical development.</p> <p>Learners will develop turn taking, sharing, communication, risk taking and develop their gross motor skills in a challenging and exciting venue.</p> <p>Learners will access venue and activity that they can use outside school hours.</p> <p>Key indicator 4 total = £1500</p>	<p>Primary classes from all pathways were able to attend an external venue. The learners benefited from the physical and social challenges that they encountered from travelling to the venue, experiencing a large area where there were many physical challenges available to them together with mixing with the local community who were also using the venue and then returning to school.</p> <p>Parents were informed of the activity and venue and were welcome to attend to watch their child enjoying the benefits gained from taking their child to such a venue.</p>	<p>Relevant external venues to be booked again for next academic year to enable our learners to experience and benefit going to a facility based in the local community.</p> <p>Parents will be asked to attend where possible.</p>

Key indicator 5: Increased participation in competitive sport.			Percentage of total allocation:
			11.2%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increasing access to competition 	<p>Continued funding of School Games days at an external Venue</p> <p>Learners in Primary will have the opportunity to participate in track and field events at Tudor Grange Leisure Centre, competing against peers of similar abilities in a fun, exciting, challenging and rewarding day.</p> <p>Experiencing winning and losing in fun, competitive situations. This will help build confidence, team work, and competitive spirit and allow students to visit an external facility.</p> <p>All learners will receive a certificate and a medal at the end of the event/s.</p> <p>£1200</p>	<p>Learners attended sports day at Tudor Grange athletics stadium in June 22 during National Sports Week. Learners spent the morning completing field events working as a class team accumulating points and in the afternoon learners raced against other classes to add to their point score.</p> <p>Many parents and family attended the event and learners enjoyed participating in front of them.</p> <p>All learners were rewarded with stickers, medals and certificates.</p>	<p>Sports day(s) to be held again within National Sports week 2023.</p>
<ul style="list-style-type: none"> Access to External Competition: Pupils to access external competitions 	<p>Learners to participate in competitive activities with peers from other schools and developing confidence and enjoyment through competition.</p> <p>£500</p>	<p>Our PE team liaised with the local schools games coordinator to access external competitions. This helped our learners to participate in activities in external venues and compete against different groups of people.</p>	<p>Head of PE to liaise with local school games coordinator for entries and increase the amount of our learners accessing these competitions.</p>
<ul style="list-style-type: none"> WOW DAYS During school Games Week 	<p>Learners will access activities that will help them to be more physically active and healthy.</p> <p>£746</p> <p>Key indicator 5 total = £2446</p>	<p>Primary learners in our Foundations for Life pathway experienced a range of offsite activities to help develop their gross and fine motor skills, general fitness and social skills. The activities included trips to an adventure playground, Revolution gymnastics and an inflatable theme park. These activities enabled our learners to be part of their community to support learners to make a successful transition into adulthood.</p>	<p>Foundations for life primary learners to access relevant external venues during National Sports week 2023</p>

Impact statement signed off by:	
Head Teacher:	Mounir Meghalsi
Date:	July 2022
Assistant Head Teacher:	Andrew Blakeley
Date:	July 2022

