

Crackley Bank Primary School



PE & Sports Premium Funding Impact Report

2021 - 2022

What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools will have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

Possible uses for the funding include:

Hiring specialist PE teachers or qualified sports coaches to work alongside Primary teachers when teaching PE New or additional Change4Life sports clubs
Paying for professional development opportunities in PE/sport
Providing cover to release primary teachers for professional development in PE/sport

Running sports competitions or increasing participation in the school games

Buying quality assured professional development modules or materials for PE/sport Providing places for pupils on after school sports clubs.

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

This information is taken directly from the DfE's website.

At Crackley Bank Primary School, we believe that the money should be used so that: all children benefit regardless of sporting ability; and all take part in tournaments/competitions and that staff have access to training opportunities and continued professional development.

Funding in table below:

Amount carried over from 2020/21(to be spent by 31 st July 2022)	£5,400
Amount allocated for 2021/22 (September – July)	£17,500
Total amount for the academic year 2021/22 including carry over	£22,900
Amount spend during the academic year 2021/22	£13,750
How much (if any) do you intend to carry over from this total fund into 2022/23?	£9,150
Total amount allocated for 2022/23	TBC

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

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 then transfer to the pool when school swimming restarts.

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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above</p>	71%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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/ No

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:	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				
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:
Children to engage in regular physical activity across the school day (including the curriculum, lunch and break times as well as after school) by ensuring they have adequate space and the appropriate resources and equipment. To apply for specialist 'GamesMark' award for Academic year 2021- 2022.	Staggering break and lunchtimes allowing all to utilise equipment and resources more and by a greater number of children, encouraging the less active children to take part. Daily mile –daily running or walking, daily mile markings on big yard. Active classrooms – using Go Noodle, I moves and Yoga for kids. Purchasing appropriate equipment to support physical activity across the day. Staff CPD opportunities to develop confidence in strategies to promote physical activity.	£1,600	There are lots of opportunities for children to be physically active throughout the day that appeal to different groups of children. Increased the activity of the less active children have the opportunity to move/be active with less children on the equipment at break and lunchtimes. An increase in physical activity at break and lunchtimes due to having more space, rotating the equipment and staggered break and lunch times.	Continue to review physical activity and find opportunities to promote/increase it. Develop outdoor activity resources to develop all aspects of the curriculum to further promote physical activity. Lunch time club for those reluctant to take part in physical activity.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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?
<p>Improve staff confidence and ability to teach PE/promote physical activity across the curriculum through high quality CPD.</p> <p>To link and share ideas with other schools who value PE and Sport and are working on creative visions and outcomes for their pupils.</p> <p>Focus on promoting mental health and well-being strategies for the whole school community.</p> <p>To provide active, sporting lunch times to ensure children are able to lead their own physical activity.</p> <p>Develop break times and lunchtimes to increase physical activity levels and engagement, staggered times.</p>	<p>Arrange appropriate PE CPD for staff.</p> <p>Gymnastics Lunchtime play Athletics Games</p> <p>Wellbeing week – mental and physical health</p> <p>Purchase equipment to support break and lunchtime/ PE activity.</p> <p>Maintain and repair equipment/outside gym/trim trails.</p>	<p>£3,750</p> <p>Improved participation of staff and pupil’s engagement.</p> <p>Children’s enjoyment and participation in sports has increased.</p> <p>Allowed children to continue developing skills taught in PE lessons during break and lunch times.</p> <p>All children active during break and lunchtimes.</p> <p>Children able to use equipment all year around.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to find opportunities for children to engage in sports.</p> <p>CPD for staff and pupils (leaders).</p> <p>Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity with the school (such as ‘sports leaders’ or peer mentoring schemes).</p> <p>Purchase sports stickers / certificates to raise the profile of being physically active.</p>

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

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Increased subject knowledge in a variety of different subject areas including Gymnastics, Athletics and Fundamental Movement Skills.</p> <p>Improve staff confidence and ability to teach PE.</p> <p>Develop lunchtime supervisor's knowledge in physical activity.</p> <p>Hire qualified sports coaches and PE specialists to work with staff and pupils to enhance or extend current opportunities offered to pupils- staff should learn from the coaches' necessary skills to be able to deliver high quality physical activity sessions.</p>	<p>Complete staff questionnaire and map PE CPD out based on staff feedback and monitoring activities conducted (gymnastics, athletics, games).</p> <p>Monitoring activities planned to monitor impact of CPD following training.</p> <p>Whole school well-being week planned as part of extended curriculum planned to engage pupils in new sports and develop existing skills.</p> <p>Continue to review long term PE curriculum overview looking at vision and outcomes of what we as a school want pupils to have experienced/be able to do as a result of PE when they leave in Y6.</p> <p>Review progression of skills grids. to support the curriculum and assessment.</p>	<p>£2,500</p>	<p>High quality PE sessions.</p> <p>Staff feel empowered and more confident teaching PE.</p> <p>Pupil enjoyment of PE increased and enthusiasm for developing skills – pupil voice</p>	<p>Pupils have developed a love of PE and feel confident to continue to participate with health and sport related activities.</p> <p>PE subject lead to continue to drive physical and mental activities throughout the school for all pupils and staff.</p> <p>Continue to prioritise PE and sport CPD.</p> <p>Outdoor Adventurous and Forest School CPD training for staff.</p> <p>Level 5 CPD for PE lead.</p> <p>All stakeholders to understand developments and changes.</p> <p>Resources audit to ensure resources are appropriate and there is enough equipment for a whole class to take part in all</p>

	Audit PE equipment and resources and purchase any new equipment needed.			activities. Continue to develop external links with clubs and organisations to encourage children to continue developing skills outside of the school day.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
To widen the opportunities for sport and exercise offered at school, in lessons and clubs with a focus on accessible activities that can provide successful and life-long engagement in sports.	<p>Offer a range of physically active extra-curricular clubs.</p> <p>Continue to offer a range of competitive opportunities for pupils – both inter and intra.</p> <p>To increase links with community clubs and organisations (invite in to work with the children /assemblies etc).</p> <p>Children to try different activities.</p> <p>Replace flooring from tarmac to rubber mulch for EYFS yard to enable all year around physical</p>	£4750	<p>More children engaged in extracurricular clubs.</p> <p>Introduction of different grouped extracurricular clubs has been successful, improved retention.</p> <p>Pupil voice – children deciding which clubs they would like to take part in and which sports they would like to try.</p> <p>Engagement of children in sports outside of school.</p> <p>Gifted and Talented Day</p> <p>Stoke City 7's</p> <p>Bikeability</p>	<p>Calendar of events will be used to continue to provide opportunities for pupils.</p> <p>Areas improved through working towards school games mark criteria will also be sustained and built upon in future years.</p> <p>Raised profile of health and well-being during well-being week for pupils and families.</p> <p>Continue to deliver this week with new opportunities.</p> <p>Encourage more pupils to join</p>

	activities.		Ski-ing Laches Wood enrichment day Year 6 Well-being week – children trying different types of healthy food and increased knowledge of mental and physical well-being.	teams outside of school – promote local clubs, taster activity sessions. Develop relationship with external clubs to increase the engagement of the pupils.
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Key indicator 5: Increased participation in competitive sport

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>We intend to fully participate in as many activities as possible, run by our School Games Organiser (SGO) and other local groups</p> <p>Links with local clubs will provide opportunities to engage in competition</p>	<p>Attend as many School Games competitions as possible.</p> <p>Attend inclusive sports events for those pupils who are reluctant to take part in physical activity.</p> <p>All children to participate in some competitive events.</p>	<p>£1,150</p> <p>Newcastle Games Partnership Transport</p>	<p>Silver Sports Mark</p> <p>Increase in girls and reluctant pupils wanting to take part.</p> <p>Wider engagement and involvement at sports day.</p> <p>Children asking to take part and represent the school at activities.</p>	<p>Calendar of events will be used to improve participated and to continue to provide opportunities for pupils.</p> <p>Areas improved through working towards school games mark criteria will also be sustained and built upon further.</p> <p>Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p>

Signed off by	
Subject Leader:	Lisa Taylor
Date:	25 th July 2022