

Berlesduna Primary School PE and Sports Premium Information 2021-2022 (reviewed Summer 2022)

At Berlesduna, we recognise the contribution of PE and sport to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

Our Primary School PE and Sport's Funding will enable us to continue and extend our provision through employing additional sports professionals, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

We use the funding to make additional and sustainable improvements to the quality of PE and sport we offer. This means that we use the premium to:

- *develop or add to the PE and sport activities that our school already offers*
- *build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years*

There are 5 key indicators that we should expect to see improvement across:

- *the engagement of all pupils in regular physical activity*
- *the profile of PE and sport is raised across the school as a tool for whole-school improvement*
- *increased confidence, knowledge and skills of all staff in teaching PE and sport*
- *broader experience of a range of sports and activities offered to all pupils*
- *increased participation in competitive sport*

The contents of this report are what we aspired to deliver and the impact we hoped to achieve. However, it is important to understand that these elements were impacted upon by the on-going effects of the pandemic i.e. on-going outbreaks affecting attendance levels of children and staff.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>2020-2021 was interrupted by COVID-19. However, prior to this the development of gymnastics within the school had resulted in gymnastics squads reaching local, County and National finals with squads achieving first place in e.g. Milano Nationals. There has been an increased interest in children taking part in gymnastics as a result of this.</p> <p>The majority of children are able to talk about the importance of exercise forming part of their healthy life-style.</p> | <p>Expand our participation in competitive events (as and when available). Increase children's success within such events. Continue to develop and improve swimming outcomes for children (we are now in a period of trying to 'catch-up' children who did not experience swimming due to lockdowns). Improve subject knowledge and confidence of all staff (as non-specialists). Increase the uptake, by children, in extra-curricular sporting activities (as and when available).</p> <p>(The impact of some, if not all, of these outcomes may be affected by disruption due to COVID-19.)</p> |

| 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? | 41% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 37% |

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| 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 |
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Note: Swimming sessions resumed at start of Autumn 2021.

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 students today and for the future.

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| Academic Year: 2021-2022 | Total fund allocated: £19,540 + £4,065 carried forward from 2020-2021 (due to COVID-19) £23,605 | Date Updated: Summer 2022 | | |
| 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 | | | | Percentage of total funds available |
| | | | | 9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>The intention is that all pupils undertake additional daily physical activity with the aim of achieving the 'at least 30 minutes' during the school day.</p> <p>Children to develop their understanding of the importance and benefits of physical and emotional health and the impact this can have on their learning.</p> | 5-a-day used in all classes at start of day; programme of physical activity, which can be used in classrooms. | £250 | All pupils active every day. | <p>5-a-day has proved difficult to implement consistently due to the classroom sizes and layout. Review its use for next academic year.</p> <p>The extreme weather temperatures in Summer 2 restricted outdoor physical activity due to health and safety concerns. However, when weather allowed the 'walking' was in place.</p> <p>LSAs offered a limited selection of activities; this needs to be expanded for next academic year.</p> <p>Reluctance from families to leave their cars at home. It is planned for School Council to</p> |
| | At end of lunchtime children to walk around the field (weather permitting) on their way in to class (about 0.25mile) or 4 times around the playground. | N/A | | |
| | LSAs leading daily organised activities at lunchtime x 5 days per week | £2,000 | | |
| | Children accessing high quality P.E. each week. | | | |
| | Families are encouraged to 'walk to school' to increase levels of activity. | | | |

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| | P.E. Leader to increase intra-class competitions using house teams to raise levels of activity. | | | focus on this in the new academic year. No intra-class activities took place. |
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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total funds available |
|--|---|--------------------|--|---|
| | | | | 0% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Children grow in confidence and refine and progress their skills which impacts during lessons, outside sports/activities.</p> | <p>To promote healthy lifestyles which includes daily/regular sporting activities.</p> <p>To develop children's skills so they can play a variety of sports.</p> <p>Children to be assessed at beginning and end of year; through quality outdoor provision these children to show positive outcomes in development of fine and gross motor skills.</p> | | <p>Children make conscientious choices.</p> <p>Children are fitter due to being more active and have improved levels of confident, self-belief, self-esteem.</p> <p>Improved attitudes to learning.</p> <p>Improved focus and motivation.</p> <p>Concentration and co-ordination are improved.</p> <p>Children are better able to engage in 'play' and sharing of resources, taking turns.</p> | <p>Many children report that they do not engage with sporting activities outside of school. This can be seen in their fitness levels within school activities and lack of engagement with after-school sports provision.</p> <p>No noticeable difference has been observed on the impact of this in relation to learning.</p> <p>In EYFS children's poor fine and motor skills are noticeably weaker than in previous years. At EYFS and KS1 children's lower tolerance levels of sharing and taking turns has been noticeable.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total funds available |
|---|---|--------------------|---|---|
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To upskill P.E. Leader's knowledge and understanding so she can confidently disseminate to all staff thereby increasing their knowledge and confidence.</p> <p>Staff to be encouraged to take part in activities as well as learning new sports/skills.</p> <p>Staff to be aware of and use the afPE Safe Practice publication as a basis for risk assessment and safety in all areas of activity.</p> | <p>Interested staff to access a Level 3 qualification in supporting the delivery of PE and Sport (or similar)</p> <p>Encourage staff to sign up to new activities e.g. 'couch to 5k', access specific sports coaching.</p> <p>Staff Meeting time for P.E. Leader to share with staff.</p> | N/A | <p>Staff will gain knowledge and feel more confident to delivery PE lessons.</p> <p>More consistent approach to PE lessons across activities.</p> <p>Positive impact on staff fitness levels and well-being; modelling of positivity, confidence, self-esteem to children. Enhanced skills to support children.</p> | <p>No Level 3 training was available to access for staff.</p> <p>Four members of staff were on long-term absences; one of these directly attributable to a sporting injury.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total funds available |
|--|--|--------------------|--|--|
| | | | | 30% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional sports coaching from external provider. | To expand skills delivered, sports clubs available and competitive engagement. | £3,300 | This provides staff training and development as they work alongside the coach. Also allows pupils to access high quality PE. | Sports Coach provided support and additional club activities after school as well as lunchtime activities. |
| Invitations to professional sportsmen and women to visit the school and work with whole school/year groups as appropriate. | Raise the profile of professional sport and its diversity. | | Using professional sportsmen and women will make this engaging and memorable for children. | No progress made on this |
| Additional swimming sessions (when centre re-opens) to teach vital water and lifesaving skills to children. | More children achieving 25+m swimming competency. | £4,000 | | We saw an increase in the number of children able to swim the 25m+. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total funds available |
|--|--|--------------------|--|---|
| | | | | 61% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Membership of James Hornsby (Bronze) sports partnership. | This gives access to inter-school competitions and activities and training. Support from SSCO. | £120 | Participation in cluster activities. Children have an improved sense of belonging to the school community. | No activities were available. |
| To skill the children to take part in various competitions (incl. gymnastics). | HLTA leading daily organised activities at lunchtime x 5 days per week. Additional gymnastics clubs and activities. | £12,000 | Children enjoy participating and are making progress in PE. Improved attainment in PE. | The majority of children enjoy PE lessons. However, we are seeing a small, but increasing, number of children who do not enjoy or participate with enthusiasm in physical activities. |
| To provide transport to and from activities/competitions. (As and when allowed – COVID-19) | To allow pupils to take part. | £2,055 | All children to be involved in intra-class events. Class staff support and work with their children in challenges. | |
| Certificates, medals and rewards for pupils. | To reward children who have participated and/or succeeded at various sporting events and activities both within and outside of school. | £500 | | Not used. |