



curiosity Compassion Courage

PE & Sport Premium Report 2021/22

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:	Context of areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. By employing a PE specialist provider for 2 days a week, we have continued the drive to improve PE skills and self-esteem and positive outlook especially within our older learners. Our well-being survey showed an improvement on last year's results. Success in this area has also increased resilience with some of our older learners successfully taking part in competitions outside of school. 2. We have successfully continued a new personal 'Golden Mile' scheme to encourage children to improve their fitness levels over a period of time. 3. Our use of a coach for 2 days has enable one of these PE periods to be be used for upskilling teachers in their PE teaching and delivery. 	<ol style="list-style-type: none"> 1. Golden Mile analysis shows that several year groups need targeting for further motivation and personal drive and strands within tracking of engagement and discipline need continued work to maintain the level we have reached and beyond. 2. Success in locally arranged competitions and careful targeting of children for lunchtime clubs would suggest that similar competitions with small schools would be of benefit next year. 3. Teachers should continue to be upskilled within PE sessions in order to improve the teaching and learning of PE within the school and ensure sustainability in the future. 4. If possible, further equipment should be purchased in order to help children with sensory issues within the school. This would widen the activities available to them.
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	44%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	44%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	44%
Schoolscanchoosetouse thePrimaryPEandSportPremiumtoprovideadditionalprovisionforswimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	no

Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our Whole School Improvement Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement.

Partney Church of England (Aided) Primary School: School Development Plan (SDP) (2021/2022)

Key Priorities:

1. Leadership and Management
2. Quality of Education
3. Personal and Spiritual Development

Academic Year: 2021/22		Total fund allocated: £16,510		Date Updated: 2.9.2021	
Key indicator 1: Engagement of all pupils in regular physical activity. <i>The promotion of personal fitness throughout the school in order to achieve a greater degree of mental and emotional wellbeing and self-esteem.</i>					
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact: <i>(in bold italics – interim report at end of July 2022 – awaiting summary data to complete)</i>	Sustainability and suggested next steps:
1. Focus on improving Personal fitness and its mental health benefits, through a whole school Golden Mile Activity.	Priority SEND	<p>To raise self-esteem and continue with the golden Mile and embed in warm ups for PE sessions.</p> <p>Children to be actively involved in the recording of data on the portal and deliver the statistics for each class.</p> <p>Link with Courage and Compassion values.</p> <p>Link with Wellbeing Questionnaire for before and after data.</p> <p>To address nurture of Life Skills in conjunction with self-esteem, through 6 week programme of Life Skills with Premier Education.</p> <p>To purchase further equipment for the provision of gymnastics e.g. forms and apparatus.</p>	<p>£600 + £300</p> <p>£1,799</p>	<p><i>Wellbeing questionnaire shows a rise in self esteem for the second year running in Year 5 and 6.</i></p> <p><i>The questionnaire data showed that the wellbeing quotient went from (data to be supplied in September)</i></p> <p><i>The findings of the most recent baseline measure in April 2022 showed that:</i></p> <ul style="list-style-type: none"> <i>Completion percentages increased on average, especially for the girls</i> <i>Year 4 children had a very high average distance completed compared to year groups above them</i> <i>Year 5 children had the lowest completion percentage at 18%</i> 	<p>The data gives us certain year groups that can be targeted.</p> <p>Encouragement to spend some time within PE sessions on the Golden Mile and school led recording would be a regular and continued good use of warm up time in PE sessions. Emphasis on recognition for PB is great way to reinforce values during Golden assembly and class boards.</p> <p>Consider Life Skills course if application for Year 5/6.</p>

				<p><i>Hall mats, bench and mat stand has been completed and in use.</i></p> <p><i>Awaiting assessments overall for Summer Term.</i></p> <p><i>Timetabling issues prevented us from doing the Life Skills course in 2021 -22 but will be considered for the following year.</i></p>	
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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 To Achieve our vision of enabling “everyone to go forward as champions of compassion, curiosity and courage. “					
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop our Sports competition programme along with Sports Coach and TA.</p>	<p>SEND and curriculum</p>	<p>To link our PE programme with developing skills in team and individual events e.g. football/running etc.</p> <p>To encourage ‘courage’ at having a go at competition sports outside of a comfort zone utilizing non-traditional sports where appropriate.</p> <p>To encourage high participation in competitive event e.g. at least one competition of appropriate nature per child during the academic year. (if possible through COVID restrictions) or intra-school competition if external collaboration is not possible.</p> <p>Evaluation style questions to reflect on experience after each event.</p>	<p>(see below)</p>	<p>2021-22: the school relied on its own arrangements for children to take part in competition style events. We had two different kinds of Sports Day with traditional races but also an Olympic competition where the children competed in events for teams. This ensured full participation in at least one competitive (including non-traditional) event for all the children (some Pre-School children took part as well!!)</p> <p>The Golden book shows a high level of sporting achievement as well as PE ‘star’ recognition.</p>	<p>Arrange a small school tournament to target KS1 and 2 teams during the next year.</p>

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					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage Premier Sports to coach and assess our pupils, improving outcomes and introduce non-traditional sports where indicated on long term plan.	Key Priority 2	<p>1. Purchase Premier Sports Coaching Membership and engage a JB's Sports Coach to work alongside and provide in-school support for staff</p> <p>Provide CPD in key P.E curriculum areas. Support to include:</p> <ul style="list-style-type: none"> • Coach working alongside teachers and TAs with the children to plan and deliver high quality sessions • Coach to be available to whole school for PE support. • Coach providing good practice for TAs • Each year group to receive 6 weeks' worth of per term in key areas of the P.E curriculum • Bring additionality by extending the PE curriculum to include more non-traditional activities 	£6460	<p>We will have been successful if: Autumn assessment tracking shows that at least 65% of pupils are working at expected ARE across strands:</p> <p>This was achieved from year 1-2</p> <p>March assessment shows an improvement on Autumn's percentage working at Expected ARE</p> <p>Final results July 2022: Year 6 100% ARE Year 5 100% ARE Year 4 100% ARE Year 3 100% ARE Year 2 100% ARE Year 1 90% ARE</p> <p>Motor skills/developmental skills have been highlighted and fed into curriculum and provision explicitly made for these individuals.</p>	<p><i>Sports Questionnaire will be completed in September and included in Plan for following year.</i></p> <p><i>Within lunchtime clubs target children who are not able to do a club for a portion of the term to maintain engagement and involvement.</i></p>

		<ul style="list-style-type: none"> • Use of Portal for data capture and further support in delivering PE. • Use PE Learning Walk sheets to quality assure teaching and learning in PE • Include some paired observations to support moderation, quality assurance and sustainability • To include a regular clubs in order to encourage pupils to extend their physical fitness including 1 x lunchtime club 	<p>Outcomes for the end of Summer 2022 show that children with no physical or developmental barriers are working at ARE or have made progress from their starting points. (school PE tracking system)</p> <p>Achieved.</p> <p>Pupil voice shows a positive attitude to PE sessions and clubs.</p> <p><i>2 x lunchtimes clubs have had a positive impact and attitude within PE as a whole. Greater emphasis on team sports and working on skills through practice has been very successful – shown in confidence of individuals joining and now playing an active part in local football teams (x 6 children, 4 of whom have social and communication special needs)</i></p> <p><i>Coach has worked with both teachers and TAs and given regular written and verbal feedback. Participation in staff is high and this is reflected in the ARE reports for the end of Summer 2022.</i></p>	
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Engage Premier Sports to coach and assess our pupils, improving outcomes and introduce non-traditional sports where indicated on long term plan.		<p>2. Support from Internal PE TA</p> <ul style="list-style-type: none"> • Working alongside Class 1 TA to supply PE at a distance x 2 lessons a week for the whole year • Working alongside Class 1 -2 TA to supply PE at a distance x 1 lessons a week and assessment for the whole year 	£7301	<p>We will have been successful if:</p> <p>TAs are assessing accurately Promoting and delivering high quality teaching and learning support throughout lessons.</p> <p>Sports impact report show a consistent. termly rise in competence and engagement strands.</p> <p>See above for the ARE results. Strands within progress showed discipline less established in Year 6 and Engagement less established in Year 1.</p>	TA and teacher involvement should be maintained in order to support those who need support within lessons and clubs.
		Maintenance and safety check of all equipment	£50		
		Total Budget	£16,510		Total budget spent