



Aberford C of E Primary School

PE Grant Expenditure 2020-2021

In 2020-21, the PE Grant is targeted to:			
Total number of pupils on roll		99	
Total amount of PE Grant received		£16,820	
Nature of support 2020-21			
Spent on	cost	Projected Impact	Evidence and Impact
Coaching from Castleford Tigers	£9,880	Teaching from professional coaches in a variety of different sports. Improved skills and progression in children due to expert teaching. Wide variety of after school clubs to enable children to try different and more unusual sports. After school coaching to allow for children to be selected to take part in competitions with local schools. Staff expertise developed within school.	Quality PE lesson taught in school. Pupil voice showed positive attitude towards PE and no gender gap in participation.
Aberford Big Skip Ropes x 100 Skip School Workshop	£500	Improved fitness in all children in school. Raised awareness of health and fitness and the impact of aerobic exercise. Competitive spirit fostered during sponsored events. Team work and participation improved. Increased exercise at home using skipping rope.	Done as an in-school project, rather than the competition as planned, due to covid. Strong impact on physical skills and assessments showed strong improvement in children in both genders. Pupil voice showed strong attitudes towards skipping. Progress was celebrated regularly in collective worship sessions.
Healthy Schools programme	£699	Explicit links with Active Schools to promote healthy lifestyles and choices alongside regular activity. Staff training for implementation of SRE project so that staff can deliver high quality lessons around physical health and personal hygiene.	Staff training attended and SRE fully embedded successfully. Staff confidence high at delivery of SRE curriculum.
Outdoor Wooden Blocks for EYFS (plus storage)	£600	<ol style="list-style-type: none"> 1. Imagination – Through block play children are free to follow their own ideas as they embark on a voyage of discovery or share in the development of their friends' creations. 2. Self-expression – Children are able to express themselves through their play, creations and discoveries, a form of communication that's particularly valuable for bilingual or non-verbal children. 	Blocks purchased and used by EYFS. 100% of children achieved Physical Development ELG.

		<p>3. Problem-solving – Blocks offer a great platform to develop problem-solving and reasoning skills. This can be deliberate, with children consciously working to develop a solution, or as a natural consequence of play, as they learn first-hand what does and what doesn't work.</p> <p>4. Mathematics – Due to the many shapes, sizes and colours on offer, blocks offer ample opportunity for children to practise important maths skills, covering measurement, number, symmetry, balance and estimation. By comparing shapes and sizes, creating patterns or providing measuring and weighing tools, we can extend play and exploration.</p> <p>5. Physical development – Block play promotes the development of spatial awareness and develops hand-eye coordination as children reach for, lift, move and build with blocks, strengthening their fingers, hands and arms. All needed to support writing development. Encourages risk-taking and a child's confidence in balance.</p> <p>6. Creativity – Blocks are loose parts, meaning children are free to combine and recombine them in countless ways. Practitioners can add alternative resources such as dough, small world characters or paint and pencils to further extend opportunities for creativity.</p> <p>7. Science – Through the exploration of cause and effect and experimentation, children are able to develop their problem-solving skills, test hypotheses and practise scientific reasoning. Blocks help them to become familiar with balance, weight, spatial awareness and gravity.</p> <p>8. Self-esteem – Children can take risks in their block play, helping them to discover that they have independent ideas. Children experience a sense of achievement as they 'have a go', creating and developing something new and unique.</p> <p>9. PSED – Block play allows children to co-construct and negotiate. They take turns, share materials and cooperate with others, forging new friendships. It also encourages self-reliance, increases attention span and develops their sense of self.</p> <p>10. Communication & literacy – As children encounter new experiences through block play, there are countless opportunities for discussion and the development of new vocabulary. Social interaction with adults and peers unlocks further benefits, while using blocks can support story creation and collaborative storytelling</p>	
PE Resources and Travel	£1500	<p>Opportunities to trial different sporting activities and develop skills in alternative sports.</p> <p>Participation in sporting competitions.</p> <p>Improved PE resources to enhance lessons in school.</p>	<p>Many resources purchased to support the curriculum.</p> <p>New athletics scheme taught and full set of equipment purchased.</p>
Big Dance Off competition	£450	<p>Competition opportunity across schools in the wider Yorkshire region.</p> <p>TBC due to Covid regulations.</p>	<p>Did not take place due to covid.</p>
Release time for staff to train play leaders. Equipment for lunchtime sporting activities led by play leaders.	£3191	<p>To target active learning across the curriculum in KS1 and lead sports during lunchtimes to increase physical activity and improve learning.</p> <p>Increased leadership skills in children as play leaders.</p> <p>Team working skills and motor skills increased.</p>	<p>Lunchtime leaders planned and implemented rota of activities, within bubbles, which led to more positive playtimes and more activities available.</p>



Swimming 2019/2020

Meeting national curriculum requirements for swimming and water safety

At Aberford C of E Primary School our children go swimming for the summer term in years 3 and 4. Our children are working towards the goal to be able to swim at least 25 metres unaided.

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	100%
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?	No