



## **GATLEY PRIMARY SCHOOL**

# **SPORTS PREMIUM STRATEGY 2021/22**

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. This Statement outlines how Pupil Premium funding is used to support these pupils in provision and an evaluation on how this grant was spent in the previous year.

Autumn 2021

## VERSION HISTORY

| Date       | Document Version | Document Revision History                                       | Document Author / Reviser |
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| 08.10.2013 | 1.0              | First draft created and circulated to Senior Leadership Team    | V McManus                 |
| 26.06.2014 | 1.2              | Updated document circulated to Teaching and Learning committee  | S Foster                  |
| 08.07.2014 | 1.2              | Document agreed by Governing Body                               | V McManus                 |
| 11.07.2014 | 1.2              | Document published.<br>Next review – July 2015                  | K Bhaskaran               |
| 19.11.2015 | 1.3              | Document reviewed and agreed by Teaching and Learning committee | J Evans                   |
| 10.01.2017 | 2.0              | Policy reviewed and revised document published.                 | V McManus                 |
| 10.11.2017 | 3.0              | Document agreed by Governing Body                               | V McManus                 |
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|            | 6.0              |   | R.Clair                   |
| 26.09.21   |                  |   | R.Clair C.Lowe            |



Head of School

Date:

Governor

Date:



## **What is the Sports Premium?**

The government is providing funding during the academic year 2020/21 to provide new and substantial primary school sport funding. The 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 headteachers to spend on improving the quality of sport and PE for all their children. Schools must use the funding to make sustainable improvements to the quality of P.E. and sports which are offered. This means that the premium can be used to:

Develop or add to the P.E. and sport activities that the school already offers.

Build capacity and capability within the school to ensure improvements made now will benefit pupils joining the school in future years.

## **There are 5 key indicators that schools should expect to see improvement across:**

- 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.
- The profile of P.E. and sport is raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching P.E. and sport.
- Broader experience of a range of Sports and activities offered to all pupils.
- Increased participation in competitive sport.

## **Possible uses of the funding include:**

- Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers
- when teaching PE
- New or additional sport clubs
- Paying for professional development opportunities in PE / sport
- Providing cover to release primary teachers for professional development in PE / sport
- Running sport competitions, or increasing participation in the school games
- Buying quality assured professional development modules or material for PE / sport
- Providing places for pupils on after school sport clubs and residential visits

The approach Gatley Primary have taken is based on the desire to ensure all children benefit from the funding regardless of their sporting ability and that they aspire to and reach a higher standard of physical performance.

## Funding 2020/21

### Summary of Physical Education Funding 2020/21

#### Objectives in spending Sports Premium Funding:

- To increase all children's participation in an active lunchtime.
- To increase the quality and quantity of physical activities being taught throughout the school day.
- To increase the repertoire of sports/physical activities on offer.
- To invest in the CPD of staff in being able to deliver a broader range of sports both in school and after school.
- To promote and increase children's engagement in competitive sports.
- To make links across the school between physical activity/health and well-being.

### Sports Premium funding usage

In line with the above objectives, funding for the academic year 2020/21 was used to:

- Increase pupils participation in active lunchtimes.
- To support the introduction of Forest School provision as part of our active learning offer.
- To broaden and develop the repertoire of sports on offer to pupils through the improvement in equipment and employing specialist sports coaches to provide children with coaching.
- To make links between physical development and wellbeing through the introduction of 30 minute daily physical development/wellbeing sessions which was supported through research into the link between physical development and wellbeing.
- To support physical development and well-being through the Commando Joe programme, focusing on teamwork, relationships and physical activity.
- Through consultation with parents and pupils, they were given the opportunity choose opportunities that they would like as part of their extra-curricular offer.
- Increase the variety of clubs both before, during and after school.

### Curriculum Achievements 2020/21

| Year Group | Percentage of children achieving national expectations in Physical Development | Percentage of children achieving at the Higher Standard in Physical Development |
|------------|--|---|
| Reception  | Moving and Handling- 96%<br>Health and Self-Care- 98%                          | Moving and Handling- 40%<br>Health and Self-Care- 42%                           |
| Year 1     | 95%  | 18%   |
| Year 2     | 97%  | 27%   |
| Year 3     | 97%  | 36%   |
| Year 4     | 100%   | 37%   |
| Year 5     | 98%  | 24%   |
| Year 6     | 100%   | 40%   |

### Why is physical activity so important?

The National Curriculum 2014 states that – “A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

Research shows that P.E. can lead to life changes in terms of improved health, learning achievements and the development of positive relationships. P.E. is associated with health and wellbeing, as a primary site for student engagement in the development of knowledge and understanding of issues related to health.

**“The behaviours and traits of today's children, along with their genetics, are determinants of their growth and development; their physical, mental, and psychosocial health; and their physical, cognitive, and academic performance. Technological advances of modern society have contributed to a sedentary lifestyle that has changed the phenotype of children from that of 20 years ago. Children today weigh more and have a higher body mass index (BMI) than their peers of just a generation earlier ([Ogden et al., 2012](#)).”**

**“Research supports the positive impact of physical activity on the overall psychological health and social engagement of every student. A well-designed physical education curriculum provides students with social and emotional benefits ([NASPE, 2001](#)). School-based physical activity, including physical education and sports, is designed to increase physical activity while also improving motor skills and development, self-efficacy, and general feelings of competency and engaging children socially ([Bailey, 2006](#)). The hoped-for psychosocial outcomes of physical education and other physical activity programs in the school setting have been found to be critical for continued physical activity across the life span and are themselves powerful long-term determinants of physical activity ([Bauman et al., 2012](#))”**

*Educating the Student Body: Taking Physical Activity and Physical Education to School.*

**Projected spend of PE and sports premium in 2021-22 - £20,767 from April 2021 – March 2022 last years budget was £19,596**

| Key Indicators (Intent)  | Actions to Achieve  | Funding  | Evidence / Impact on Pupils and Staff   | Evaluation |
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| <p>Increase the engagement of <u>all</u> pupils in regular physical activity.</p> <p><i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity in a day in school.</i></p> | <p>To increase all children's participation in physical activity.</p>   |  | <p>Following on from the PDHWB research project 2021, physical development session to move away from the traditional two 1 hour weekly sessions to incorporate more regular physical development and well-being sessions, broken down into daily 30 minute sessions.</p> <ul style="list-style-type: none"> <li>- Teachers to be able to choose how when this takes place.</li> </ul> |            |
| <p>The profile of P.E. and sport is raised across the school as a tool for whole school improvement.</p>   | <ul style="list-style-type: none"> <li>• Monitoring of PD delivered through medium term plans and the use of progression grids.</li> <li>• Celebrate Physical successes achieved outside and inside school through Dojo.</li> <li>• Audit and review of essential PE equipment to engage more children in extra-curricular activity.</li> <li>• There will be a broader repertoire of sports/ physical activities on offer for pupils, evident in the curriculum and delivered in partnership with staff and specialists.</li> <li>• Wide range of extra-curricular opportunities offered across the school (See below for extra-curricular opportunities offered)</li> </ul> | <p>Each Half term a new sport to be taught across the school (EY-6)</p> <p>Coaches to work with each Year group weekly.</p> <p><b><u>Autumn Term</u></b></p> <p><b>EY</b> – Sports coach and teacher led PE lesson.</p> <p><b>Y1</b> – Sports coaches for both PE sessions.</p> <p><b>Y2</b> – Mini sports and sports coach.</p> <p><b>Y3</b> – Lacrosse coach and sports coach</p> <p><b>Y4</b> – Lacrosse coach and sports coach</p> | <p>Ensuring there is a sequence of learning will result in a progression of skills within the sport.</p> <p>Profile will be raised through children's engagement and exposure to a range of opportunities.</p> <p>Teachers will have PD opportunities through different sports/coaches in school.</p>   |            |

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|  | <p>Lacrosse Coach to work with RS to develop Lacrosse across the school.</p> <p>Extra-Curricular club can be started and increase participation in the local club.</p> | <p><b><u>Y5 -</u></b> Swimming and sports coaches</p> <p><b><u>Y6 -</u></b> Sports coaches and teacher led PE sessions.</p> <p><b><u>Spring Term</u></b></p> <p>Mini sports to be utilised to support other year groups with teacher PD. (Early years).</p> <p><b><u>Summer Term</u></b></p> <p>Lacrosse coach to support Year 5 and 6 in the summer term.</p> <p>On-site swimming pool initiative to support children with swimming.</p> <p>Cricket coaches to support a range of year groups across the school in the summer term.</p> <p>Karate in the spring term.</p> <p>Lacrosse coach - £700 per term (£2100 per annum)</p> <p>Mini Sports coaches - £1000 per term (£3000 per annum)</p> <p>Sports coach internal £4000 per year</p> <p>£3200 – two weeks</p> |  |
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|  |  | <p>£6200 – four weeks</p> <p>Cricket Coach – Summer term only</p> <p>£840</p>  |   |  |
| Broaden the experience of a range of sports and activities offered to all pupils | <ul style="list-style-type: none"> <li>Audit current sporting provision on offer and consult with pupils and parents to ascertain which opportunities they would like as part of extra-curricular opportunities.</li> <li>Provide a wider range of resources available for sporting and PE across the school. - Table tennis, Kick start football, mini sports, softball, dodgeball, netball.</li> </ul> | <p>The range of sports clubs are those requested by children therefore engagement increased.</p> <p>Consultation with pupils and parents to ascertain which opportunities they would like as part of extra-curricular opportunities.</p> |   |  |
| Increase participation in competitive sport                                      | <ul style="list-style-type: none"> <li>Use SSP Competition Events Calendar to plan competition entries for year</li> <li>Use online SSP booking system to enter events</li> <li>Half termly competition with Trust Schools</li> <li>Review children who have</li> </ul>  | <p>SHAPES Alliance Package:<br/>£1300</p>  | <p>There will be evidence of increased levels of pupil participation in competitive sports.</p> | <p>Pupils will now be able to participate in competitive sports across the trust and further afield.</p> |

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|   | <p>represented school in the past and encourage a wider range of children to get involved by choosing new events to attract children who have not taken part before.</p> <ul style="list-style-type: none"> <li>• Staff/Coaches to run competitive games sessions in the final week of each unit of games work.</li> <li>• Sports coach to initiate competitive sports across the schools within the trust.</li> </ul> | <p>Coaches to and from other schools.</p> | <p>To promote a sense of team spirit across the school and inspire pupils to be proud to represent Gatley Primary school. Becoming great representatives of the school and inspire younger children to join sports teams.</p> |   |
| Increased confidence, knowledge and skills of all staff in teaching P.E. and sport. | <p>-Child peer coaching through pupil observation of sports sessions (across year groups)</p> <p>-Peer coaching through engagement in cross phase/class observation.</p> <p>-Ensure that resources are used that allow for high quality teaching and learning.</p>   |   | <p>Regular audit of P.E. resources to ensure that we have the right quantity and quality to ensure high quality practice.</p>   | . |