

Evidencing the impact of the Primary PE and Sports Premium



Milverton Primary School and Pre-school 2021-2022

We care, we aspire, we belong



Physical Education and Sport Premium Funding 2021-22 - Milverton Primary School

Purpose of Funding

The government has spent over £320 million per year on improving physical education (PE) and sport in primary schools (up to 2020). The extra funding is allocated directly to primary head teachers, carrying on the sporting legacy of the 2012 Olympics.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and School Sports offered. This means funding must be used to:

- Develop or add to the PE and sport activities your 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 now 5 key indicators that schools should expect to see improvements 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 PE and sport is raised across the school as a tool for whole-school improvement
- Broader experience of a range of sports and activities offered to all pupils
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help to teach PE and sport more effectively
- hire quality sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activity
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the School Games
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Accountability

Since September 2013, schools have been required to report on the spending of their Sports Premium funding and publish the report on their school website.

Ofsted inspections access and report on PE and school sport and how schools spend their Sports Premium funding. Ofsted measure the impact on pupil outcomes and how effectively governors hold school leaders to account for this.

Recognition

Since the School games Mark has been awarded to school, we have successfully achieved bronze, then silver and since the year 2018-19 the Sainsbury's Gold School Games Mark. This validates our successes over the years and our continued improvement in PE and sport provision.



Key achievements to date until November 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children participate in the Golden Mile which is tracked using an online portal. Certificates of achievement are rewarded. The school is in competition with classes within the school and with other local schools. The ratings are reported regularly on the school Friday Flyer (FF, weekly communication with parents via parent mail) • Enrichment sessions are being delivered during and in addition to PE: orienteering, foil fencing, soft archery, lacrosse, tri-golf. These are reported on the school FF. • The running of a lunchtime club with a specialist coach for KS1. • Sports Leaders providing playtime and lunchtime activities for KS1 children. • Provision of pathways to community clubs, with increased participation from pupils (some linked to enrichment sessions). • Increased provision of after school clubs other than multi-games. • Targeted children for the Alternative Sports Club (ASC) are monitored regularly for attendance levels using the on-line data package tracking system. • The on-line tracking system is maintained and updated regularly and used effectively to monitor provision. • Parents informed of provision and achievements regularly through the school FF and the school sports board. • All children engage in outdoor learning through half termly Forest school sessions, focussing on both physical health and mental well-being. • Young Leaders training (on-line provision). • Participation in intra and inter-competitions. • The use of our Forest school trained TA to run and advise on the use of our outdoor space. • The Forest school trained TA has taken on an active role in planning, preparing and organising Forest School sessions and other class based sessions 	<ul style="list-style-type: none"> • Monitor PE and sport provision and delivery in a supportive role across the school. • Audit strengths and weaknesses and provide CPD. • Monitor and improve assessment in PE. • Monitor & track children's enjoyment of PE through surveys. • Improve partnership working with community clubs. • Work with ASC targeted children who chose not to attend the club. • Use the on-line health wheel more effectively to help identify and improve areas for development. • Organise playground and wall markings to engage children in outdoor games and physical activity during break times and for staff to use during PE sessions. • Increase the number of children awarded Young Leaders. • Provide Sports Leaders with more opportunity to plan and run sporting activities. • Run a Sports Leaders Committee, where planning and action plans can be made. • Support G&T children to help provide specialist coaching and club pathway provision.

- The school has been mapped by a professional and orienteering plans and resources supplied. The children have been able to do orienteering during PE, using the plans, maps and resources.

Academic Year: March 2021 – September 2021	Total fund carried over:	Date Updated: November 2021	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity			
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			
Intent	Implementation	Impact	

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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.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: November 21		
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				
School Games Criteria: Increasing engagement in School Games – provide children with 2 hours of timetabled PE per week within the curriculum. Engage at least 50% of pupils in extra-curricular sporting and physical activity every week. Target the least active children in your 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:
To provide all children with 2 hours of timetabled PE per week Plan a cohesive curriculum intent overview for the whole school provision of PE for the year. Provide specialist coaches to lead enrichment sessions during PE lessons (Orienteering). Having the school mapped and plans and resources included, to implement orienteering.	<ul style="list-style-type: none">Engage all children in regular physical activityStaff to follow the curriculum intent for their year group and use schemes to support them with the provision. (including REAL PE & REAL GYM)Plan enrichment sessions for classes in school – orienteering KS2 & Y2Take photographs of provisionSurvey children across both key stages to monitor enjoyment of PE	Cost of orienteering mapping £220 <i>Cost of specialist coaches</i>		

<p>To provide after- school provision and improve participation levels and to increase daily physical activity</p> <p>Premier Sport Afterschool club provision:</p> <p>KS1 Gymnastics</p> <p>KS1 Multi-games</p> <p>KS2 Netball club</p> <p>KS2 football club</p> <p>KS2 Gymnastics</p> <p>KS2 Alternative Sports club(invite only, less active)</p> <p>Lunchtime provision:</p> <p>KS1: multi-games</p>	<ul style="list-style-type: none"> Plan for all children to have the opportunity to attend after-school clubs Plan the extra-curricular programme with the aim of engaging at least 50% of pupils in extra-curricular sports and physical activity each week. Plan an alternative sports club for targeted children. Employ specialist coaches to provide after school/lunch time sessions Provide pathways to community clubs 			
<p>To monitor participation and attendance in sport and to target the least active children in school</p> <p>(Absolute education data package)</p> <p>Actively speak to those targeted children who choose not to attend the ASC to find out the reasons for not attending</p>	<ul style="list-style-type: none"> Purchase Absolute Education data package (yearly subscription) Record attendance on Absolute Education online data package and monitor. 	£325	Children identified, targeted and monitored regularly who are not attending ASC's and are not active out of school. Attendance for afterschool sports clubs monitored. Participation in level 2 competition monitored.	
<p>To monitor our evidencing and participation in PE/sport by using an on-line Health Wheel</p>	<ul style="list-style-type: none"> Use the Health Wheel to identify strengths and weaknesses within our PE/sport provision and expenditure and highlight areas to work on. Add these to our next action plan 	£35 yearly subscription	Target specific areas to work on and action	

To monitor PE/Sport provision To make improvements in PE provision, offer a wider range of sports during PE enrichment sessions and after school clubs, including the Alternative Sports Club. Increase lunchtime club provision.	<ul style="list-style-type: none"> Coordinator time for planning, information gathering and coordinating. PE Coordinator to plan and organise the implementation of enrichment sessions for each class throughout the year with specialist coaches. PE Coordinator to input and monitor participation in sport using Excel spreadsheet 	£1500		
Monitor and improve assessment in PE. Monitor coach assessment reports for each KS2 class. Devise assessment opportunities during lessons & how to report on these for REAL PE & GYM, dance etc	<ul style="list-style-type: none"> Monitor by talking to staff and children about PE provision Attend some PE sessions to support and monitor As a staff, devise assessment format for reporting. 	Costs covered through coordinator allocated time		
To target the least active children by providing an alternative sports after-school club To engage less active children through an after school club using specialist coaches from Premier Sport	<ul style="list-style-type: none"> Identify less active children in school using the data package and talking to staff who teach PE & Sport in school, including coaches. Invite children to attend the club. 	Cost of staffing		
To increase daily physical activity during the school day Improve attitudes towards frequent physical activity breaks during the	<ul style="list-style-type: none"> A GM baseline at the start of the year and compared with fitness levels by the end of the year (by Premier Sport). 	£ – equipment purchasing £100 – grounds	Children's fitness level is assessed and monitored.	

<p>school day through the Golden Mile. Use the Golden Mile for personal best challenge, as an inter-house competition and inter-school competition. Provide children with outdoor play equipment to use during break times. Timetable use of large play equipment for classes. Paint target wall markings in KS2 playground The purchasing of 4 pedal bikes and helmets for Class R</p>	<p>A report is written.</p> <ul style="list-style-type: none"> Children participate in the GM throughout the day as well as during PE lessons and can be tracked on the GM Portal. Scores are collected weekly and shared during an assembly by the Year 5 monitors. Certificates for milestones achieved are awarded. Class miles are reported on our weekly 'Friday Flyer' which is mailed to parents. Inter-house GM competitions take place. Playground sports boxes are provided for each KS to use during break times - equipment purchased and grounds maintained. Y6 playground leaders support KS1 children in physical activity games during break times. Timetables are made for classes to use outdoor KS2 adventure playground/KS1 Trim Trail. Target wall painted on KS2 traversing wall. Year R children receive bike lessons 	<p><i>maintenance</i></p> <p><i>Target wall painting costs</i></p> <p><i>Bikes and helmet costs</i></p>	<p>Personal best, milestones certificates achieved, showing levels of participation. Whole school participation through inter-school competition. Increased levels of concentration in class because of brain breaks. Greater physical activity during break times and engagement with play equipment. Year R personal achievement on bike riding skills</p>	
<p>To encourage more children to travel to school on foot, or on bikes and</p>	<ul style="list-style-type: none"> School wide promotion of how they travel to school 			

scooters Promote walking/ travelling to school under own steam! Provide greater storage for bikes and scooters	<ul style="list-style-type: none"> Provide greater storage for additional bikes and scooters to support this initiative 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School Games Criteria: Demonstrate a holistic whole school approach to delivering physical activity in line with the Chief Medical Officer's recommendation of a minimum of 60 active minutes per day				
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 maintain the School Games Gold Level Coordinator time for planning, information gathering and coordinating	<ul style="list-style-type: none"> Update the data package regularly to track participation in sport across the whole school To help create a lifelong habit of physical activity Improve concentration levels in class across the school Improve emotional wellbeing Raise achievement Improve transition from local to secondary school Evaluate school's current strengths and weaknesses in PE and school sport 	Cover costs allocated for the year – see above	Increased participation of more children in physical activity	

Promote the School Games inclusive of PE and sport to parents regularly	<ul style="list-style-type: none"> • Celebrate PE and Sport in the weekly Friday Flyer to parents • Celebrate PE and sport on our School Games board • Inspire and encourage all children with a focus on fun, rewarding personal achievement and healthy competition 	No cost	Parents and children aware of PE & Sport provision in school	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School games criteria: Increasing and sustaining participation – train and engage wider school staff in the delivery of school sport and physical activity.

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:
CPD offers To make staff aware of any CPD available to them To find out from staff what CPD they might require To provide CPD for those who require it	<ul style="list-style-type: none"> Staff are continuously made aware of any training opportunities which become available, offered through SASP. Staff are frequently asked if they require any training. Staff upskilled through CPD offer <i>Balanceability on-line training for a member of pre-school</i> <i>possibility of Outdoor Adventure Activities, to make more use of our school grounds</i> 	<i>?cost? Training</i>	<i>Children in pre-school learn how to use a balance bike (the precursor to riding a pedal bike in Year R). Improved coordination and balance and special awareness.</i>	
PE Conferences and training for PE/Sports coordinator to improve delivery to staff	<ul style="list-style-type: none"> PE/sports coordinator attend any relevant conferences and training and passes on information to all staff. 	Allocated expenditure for coordinator role for the year- see above <i>Courses: part of SASP Buy In</i>		

Use of REAL PE and REAL GYM (for some year groups) and the on-line tool 'Jasmine' for the delivery of some lessons.	<ul style="list-style-type: none"> Curriculum coverage for each term to be identified so that there is a wide variety of PE and sport delivered, including REAL PE & GYM Increase opportunities for all children to lead through curriculum PE as part of lesson structure 	£195 – Jasmine renewal		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School games criteria: broadening the range of opportunities – Every young child is encouraged to learn to lead in PE. Engage a group of children in leading, managing and officiating. Have active links with at least 5 local community clubs, providing sign posting opportunities and taster sessions to all children.

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>Additional achievements:</p> <p>Enrichment lessons with Premier Sport</p> <p>Each week, provide an enrichment afternoon with a class on a sport which they would not normally receive as part of their 2 hour provision.</p> <p>e.g. foil fencing, soft sword fencing, tri-golf, lacrosse.</p>	<ul style="list-style-type: none"> Employing specialist coach to provide curriculum enrichment sessions Introduce new focus sports to encourage more pupils to participate Provide high quality links/pathways to local clubs 	COST?	<p><i>Engagement and participation</i></p> <p><i>Signing up for out of school club</i></p>	

<p>Forest school: A qualified member of teaching staff employed to lead Forest School with every class in the school from Pre-school – Year 6, with a trained TA as support.</p> <p>Meet regularly with children who have attended Forest School to find out level of enjoyment and learning</p>	<ul style="list-style-type: none"> • Plan yearly timetable for classes to participate in forest school – 1 class a week, morning session. • Forest school lead, Eco-school coordinator, other curriculum leads and class teachers to plan for cross curriculum links and create themes from which to engage with while outdoors. • Class teachers to report on the participation in the weekly Friday Flyer. 	Costs?	<p>Forest School -</p> <p>All children engage in outdoor learning, with primary emphasis on cross-curricular learning through physical activity.</p> <p>Additional focus on mental health and well-being.</p>	
<p>Purchasing of outdoor resources, clothing etc to support outdoor learning</p>	<ul style="list-style-type: none"> • Purchasing of outdoor footwear storage & waterproof clothing for outdoor activities • Identify what is required through an audit with staff & children 	Cost?		
<p>SSCO buy in – festivals</p> <p>SSCO provides support to school, organising sports festivals for all year groups.</p> <p>SSCO to train Y6 Playground Leaders to organise and run sport activities within school, raising the profile of sport and engaging children.</p>	<ul style="list-style-type: none"> • Each year groups to participate in sports festival/festivals with other local primary schools, organised by the SSCO at the local Secondary school • Cost and book coaches to transport the children • SSCO to train Y6 playground leaders. • Year 6 teacher to organise opportunity for Y6 	£750	<p><i>All children engaged with inter school sports festival, raised enjoyment and participation.</i></p> <p>KS1 children introduced to playground games, raised engagement and participation levels. The younger children then independently lead in similar activities within their peer group at other times.</p>	

	<p>playground leaders to lead games with KS1 children</p> <ul style="list-style-type: none"> • Playground leaders to work with KS1 & EYFS children at break times. • Y6 Playground Leaders to help organise and run Sports Day in the Summer Term. Year 6 children lead a house group team from EYFS – Y5 for our yearly sports day events, actively supporting, coaching and encouraging participation 		Y6 Leaders given greater opportunity to lead activities and develop their leadership skills.	
<p>Leadership training</p> <p>Sports Leaders to receive training and then to form a committee and organise and run sports events within school, raising the profile of sport and engaging children.</p> <p>To meet with the PE & Sports coordinator on a regular basis to plan future activities.</p>	<ul style="list-style-type: none"> • Young sports leaders selected to attend training from Year 6 • As a committee, audit resources and plan, organise and run events for the school. • Help organise and run School Games Day(s) in summer term 	Part of SASP buy in expenditure	<i>Due to Covid restrictions the first training session planned for November has had to go as on-line training – date to yet be set.</i>	
<p>G&T academies for more able</p>	<ul style="list-style-type: none"> • Year 5 children are identified as G&T and invited to a selection day • Those selected are invited to attend additional G&T academies throughout Year 5 & 6 	As part of SASP buy in.	<i>Not yet happened</i>	

Y5 & 6 children as sports ambassadors to promote their community clubs in school	<ul style="list-style-type: none"> • Invite Y5/6 children to put their names down to promote their community sports club • <i>Arrange assembly dates and invite sports ambassadors to talk to the school</i> • Put the ambassador photos and contact details of their sports club onto the Sports display board 	No cost	<i>Due to Covid 19 restrictions these have not taken place so far this year, and no whole school assemblies are taking place.</i>	
Promote club links e.g. Chance to Shine cricket Fencing – local club promoted through SASP Parkrun	<ul style="list-style-type: none"> • Organise taster sessions in school • Provide club link information to children <i>E.g. through enrichment sessions, sports ambassadors in assemblies</i> 	?	Children have accessed the local fencing club after their enrichment session on foil fencing	
Provide extra swimming sessions delivered by qualified swimming teacher to try and ensure all children reach required 25m swim distance by the end of KS2 Identify targeted children earlier (while in years 3 & 4) to plan provision that will be needed in the future.	<ul style="list-style-type: none"> • Identify which children in Y6 require additional swimming sessions • Provide additional swimming provision targeted at pupils not meeting NC requirements • Employ specialist coach to deliver additional sessions • book & pay for transport to and from the swimming pool 	£1620	<i>Increased % of children in KS2 able to swim the required distance of 25m by the end of KS2</i>	

Key indicator 5: Increased participation in competitive sport

School games criteria: Increasing engagement in School Games. Developing competitive opportunities – use the School Games format to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Promote School Games and competition to parents via weekly Friday Flyer.

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:
Tone Valley Partnership (TVP)/Somerset Activity and Sports Partnership (SASP) buy in: This TVP has provided a set amount of money from each school to SASP in order to maintain a range of opportunities within Taunton Deane. This means children have continuing access to: CVLs SASP organise and run CVL events throughout the year. Schools register to participate in the events. A termly timetable of events is sent out to school. Additional to this: Specialist PE teacher support; CPD/training for non-specialists; quality assuring local sports coaching companies; introducing new initiatives through cluster meetings for PE leaders; providing G&T PE and leadership enrichment training; training for playtime supervisors to support playground games.	<ul style="list-style-type: none"> • Staff in school invite children to participate in the events and attend the event • Attend organised Level 2 competitions for A, B & C teams (school v school) • Report these events in our weekly Friday Flyer • Playground leader training from SSCO • Sports Leaders training provision 3 x during the year. • G&T academy • PE & Sport Coordinator to attend meetings, training and conferences organised throughout the year. 	SASP buy in costs		

Attend Millfield Spring and Summer Games	<ul style="list-style-type: none"> • Opportunity for children to attend Level 3 competition • Opportunity for 'less active' children to participate in competition with other schools • Report the events in our weekly Friday Flyer 	No Cost		
To participate in level 1 & 2 competitions Premier Sport & class teachers to provide Level 1 inter-house competitions during PE lessons, linked to School Games. SASP to provide Level 2 competitions as CVLs From SASP buy in – participate in as many Level 2 competitions as possible. Participate in other provisions offered including attending festivals.	<ul style="list-style-type: none"> • Level 1 competition as inter-house within each Year group during PE lessons, linked to the curriculum and School games. • Level 2 competition: Children take part CVLs. SASP share results and invite top score schools to Level 3 competition in Summer term. • Inspire and encourage all children with a focus on fun, rewarding personal achievement and healthy competition 	No cost	<i>Children participating in more physical activity, maintaining & improving physical health and mental well-being.</i>	
School Games day Inter-house competition and introduction to a new/enrichment sport Use Premier sport coaches, Sports coordinator and young sports leaders to plan, organise and lead the event	<ul style="list-style-type: none"> • Whole school event • Plan new enrichment sport with Premier Sport • Plan and organise event with young sports leaders • Report event in Friday Flyer 	£350 specialist coaches		

Sports Day The traditional sports day which parents are invited to support	<ul style="list-style-type: none"> Plan the events for the day, with Y6 playground leaders Inform staff and parents Organise staffing for the day Prepare resources, score sheets, stickers, equipment for the events 	Stickers/awards		
All children take part in Personal challenge/Digital competition	<ul style="list-style-type: none"> Participate in the Golden Mile during PE lessons Take part in GM challenge throughout the day as part of brain breaks. Skip 2Bfit – children participation and improving with their personal best Report event in Friday Flyer 	GM costs (see above)		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	