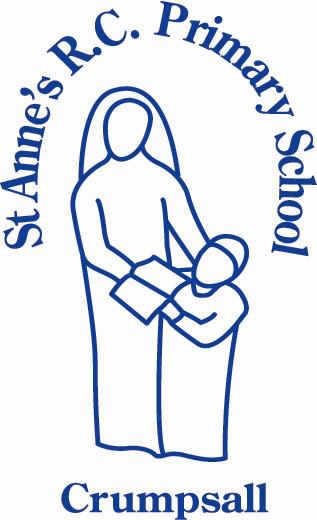
Evidencing the Impact

of the

Sport and PE Premium 2020-21



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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
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| Meeting national curriculum requirements for swimming and water safety –figures for Yr6 2020-21 cohort | |
| 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 2020. | 78% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 38% |
| 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 |

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| **Academic Year: September 2020 to March 2021** | | **Total fund carried over: £4705.05** | | | **Date Updated: November 2020** | | | |  | | |
| What Key indicator(s) are you going to focus on? | | | | | | | | | | | Total Carry Over Funding: |
| £ |
| **Intent** | | **Implementation** | | | | | | | **Impact** | |  |
| Your school focus should be clear how you want to impact on your pupils.  Enough resources for each class so that all children can be active in PE sessions. | | Make sure your actions to achieve are linked to your intentions:  Due to Covid there will be a box for each class separate from the curriculum PE resources to allow for my physical activity times. | | Carry over funding allocated: £4705.05 | | | | | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?  Improved fitness – baselined against class fitness challenges using the equipment purchased. | | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |
| **Academic Year:** 2020/2021 | | **Total fund allocated:** £19,700 | | | **Date Updated: Sept 2020** | | | |  | | |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | | | | | Percentage of total allocation: | | |
| 25.4% | | |
| School focus with clarity on intended impact on pupils: | | Actions to achieve: | | | | Funding allocated:  £5000 | Evidence and impact: | | Sustainability and suggested next steps: | | |
| Develop outdoor adventurous activities | | * Buy resources to support OOA activities * Invest in mapping for the school | | | |  |  | |  | | |
| Year 5 and 6 swimming top up lessons. | | * Book a half term slot for each year group | | | |  |  | |  | | |
| Increase fitness levels throughout school. | | * Subscribe to active curriculum * Fitness classes for each year group ( 4 sessions each) | | | | £1000  TBC |  | |  | | |
| Access to resources to encourage active play. | | * Purchase new playtime resources for key stage 1 and 2 | | | |  |  | |  | | |
| Access to high quality resources to improve engagement. | | Purchase costumes for themed dance   * Capes * Wrap skirts (Waltz/Tudor) * Flamenco skirts * Fringed skirts (samba/salsa) * Bright t shirts | | | |  |  | |  | | |
| Healthy Schools Workshops | | * Meet with health schools lead and discuss workshop options. | | | |  |  | |  | | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | | | | Percentage of total allocation: | | |
| 16.2% | | |
| School focus with clarity on intended impact on pupils: | | Actions to achieve: | | Funding allocated:  £3200 | | | Evidence and impact: | | Sustainability and suggested next steps: | | |
| Opportunities to see dance shows, live sports and gymnastics. | | * Book in opportunities to see live shows/games | |  | | |  | |  | | |
| Dance showcases | | * Costumes for the dances * Afterschool clubs * Arrange dance concerts | |  | | |  | |  | | |
| Develop sports leaders throughout Key Stage 2 | | * Develop sporting values * certificates/wristbands for demonstrating those   values.   * Medals and trophies * Develop PE newsletter half termly * More displays promoting and celebrating PE ( seesaw could be used to utilize this further) | |  | | |  | |  | | |
| Sports Days | | * Class sports day the Etihad (8 half days)? | |  | | |  | |  | | |
| Olympic Summer Project\*  \*subject to the Olympics going ahead in 2022 | | * Book in opportunities to try out some Japanese sports – judo/karate * Set up a school mini Olympics | |  | | |  | |  | | |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: |
| 10.2% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated:  £2000 | | Evidence and impact: | Sustainability and suggested next steps: |
| Staff training in Dance. | * Book in twilight for dance CPD | £250 | |  |  |
| Team Teach opportunities in outdoor games and gymnastics (Key Stage 2). | * Timetable in opportunities to team teach and monitor sessions and outcomes |  | |  |  |
| Provide training opportunities for HLTA or PE lead to feed back to staff. | * To book and attend relevant training courses |  | |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | Percentage of total allocation: |
| 40.6% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | | Funding allocate: £8000 | Evidence and impact: | Sustainability and suggested next steps: |
| Access to athletic resources | * Ensure that there are enough cones/ balls/ tape measures and purchase where necessary | |  |  |  |
| Opportunities to try out new styles of dance. | * Book in after school opportunities in capoeira. | |  |  |  |
| Access to outdoor adventurous activity resources. | * Ensure there are enough cones and begin to develop maps. | |  |  |  |
| Opportunities to experience new sports and activities. | * Opportunities for key stage 2 classes to experience water sports. * Action sport taster days – look into what is offered at Debdale Outdoor Sports Centre and Graystone Sport Centre | | £2000 |  |  |
| Access to First Aid training life skills. | * Book First Aid training for year 5 and 6 | |  |  |  |
| Access to high quality resources | * To look into purchasing scooters/skateboards. | |  |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | Percentage of total allocation: |
| 7.6% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | | Funding  £1500 | Evidence and impact. | Sustainability and suggested  next steps: |
| Increased opportunities for school competitions and track, field and OAA activities. | 1 summer sports days to be arranged throughout the academic year with the winning team getting Opportunities to win an active reward. | £187.56 | |  |  |
| Manchester Schools PE Competitions | Apply to take part in a range of competitions  Run sport clubs to train for competitions.  Transport | £900 | |  |  |

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