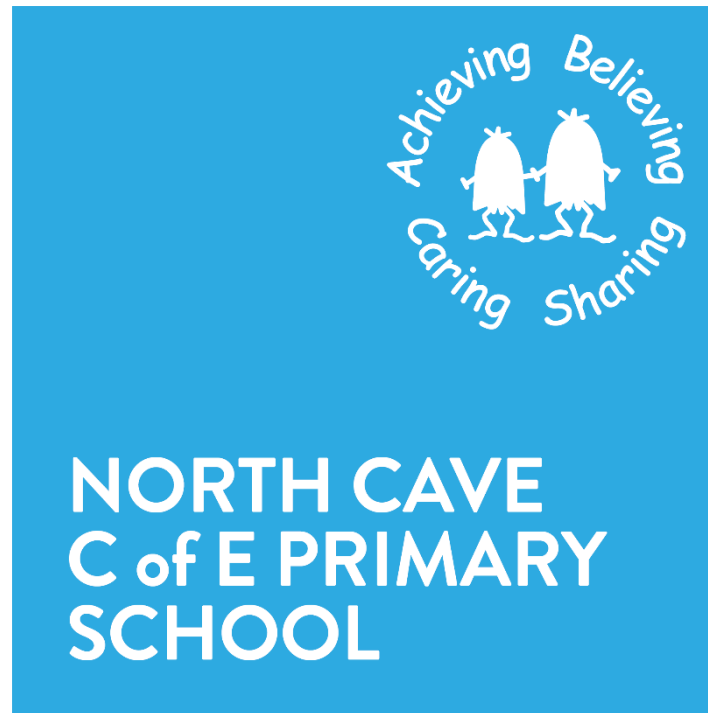


# Evidencing the impact of Primary PE and Sports Premium



**July 2022**

## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£ 17,120
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## Swimming Data

Please report on your Swimming Data below.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	83.3%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: 2020/21		Total fund allocated:		Date Updated: 25/07/22	
<p><b>Key indicator 1:</b> 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</p>					
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:
Provide children with opportunities to be active throughout the day	Continue to provide active travel incentives (walk to school/scoot to school).	£ 180	Children participated in walk to school week. Children enjoyed and many children participated. Yr. 5/6 children also participated in bike ability and children biked to school.	Continue to provide travel incentives for children - walk to school week, scoot to school, etc. Look into renewing Mode Shift Stars to encourage and maintain participation.	
	Model chalk circuits around the grounds and on pavements near school – provide children with chalk.	£5	Children enjoyed doing this on the playground and encouraged children to be more active and join in with simple short games.	Encourage continuation. Potential for older children to lead this and create daily circuits (possibly those that attend breakfast club)	
	Increase the play equipment provided for active play at playtimes.	£400	Children clearly enjoy and make use of equipment provided.	Further resources ordered which will be managed by the children.	

	<p>Meet with breakfast club staff to discuss possible physical activities.</p>	<p>Time</p>	<p>Discussion with staff as to how this could work, whilst continuing to supervise children having a healthy breakfast and staff supervising children.</p>	<p>Plan with staff physical activities that can take place – small physical games. Discuss potential for children to lead games – alleviating pressures from staff. Look for games cards that breakfast club can use which will enable the children to run small games/physical activities with others – create a physical activities box.</p>
	<p>Encourage and further embed active learning across the curriculum by providing CPD for staff.</p>	<p>Time</p>	<p>Staff using more active learning. Discussions with staff about how this can be implemented within classrooms without too much disruption. Classes increased active learning within lessons.</p>	<p>Direct staff to more CPD to further enhance and promote active learning to ensure it is sustained and maintained across the curriculum.</p>
	<p>Staff to reflect on how active children are in PE lessons.</p>	<p>Time</p>	<p>Discussions with staff. Evident from discussions that children’s activity levels vary depending on what area of PE is being delivered.</p>	<p>Share with staff the different ways that they can ensure children are physically active in all PE lessons, no matter what is being delivered. Share resources and guide staff as to where these can be found</p>
	<p>Provide resources for staff to ensure children are more intensely physically active in PE.</p>	<p>£105 (Complete PE)</p>	<p>Through discussions, it was evident that children were more physically active in some PE units than others. Discussed with staff the importance of children being</p>	<p>Share with staff the different ways that they can ensure children are physically active in all PE lessons, no matter what is being delivered. Share</p>

	<p>Provide active homework challenges for all children</p>	<p>Time</p>	<p>physically active in all PE lessons. Staff working well to ensure children are more physically active in all PE lessons, supported by Complete PE scheme.</p> <p>Discussed possibilities of active homework with SLT and how this can be implemented. Then discussed with staff – all staff on board. Also discussed with governors who were encouraged by this and on board</p>	<p>resources and guide staff as to where these can be found. Generate further engagement from the children during warmups and cool downs – encouraging the children to encourage each other to be more physically active.</p> <p>As a staff it has been decided that active homework will be rolled from Sept 2022. These will go out at the beginning of a term and the children can take on a different active challenge each week. Children can share their active homework with the class or during assemblies (Parents could even email pictures of the active homework taking place should they wish), but no formal submission is required. The active homework sheet will stay within homework books/folders for children to date when they have completed.</p>
	<p>Provide additional areas for engagement with physical activities at playtime</p>	<p>£4250</p>	<p>Impact from this will be monitored through 2022-23.</p>	<p>Resources to be provided to new areas created and playground games led.</p>

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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:
Raise the importance of physical activity in all stakeholders (staff, children, parents, governors, etc.) and ensure lasting change	Children – health and fitness units being taught throughout school.	£105 (complete PE subscription)	Discussions with staff about what the unit entails and how this is delivered (not a specifically named ‘health and fitness’ unit on complete PE).	Continue to deliver this unit in ways that suit the children in the class. Ensure that staff feel confident delivering unit and provide support and resources where necessary
	Children – celebrate awards and achievements.	Time	Children bring in medals and trophies to share during assemblies on a Friday (celebration assembly). Children are also noted in the school’s weekly newsletter.	Continue with current practice.
	Children – physical activity champion of the week.	Time	Discussions with SLT and staff have taken place. It has been decided that a ‘physical activity champion’ should be chosen from each class at the end of a term/half term and this to also be shared on the newsletter.	Potential to have sportsman/woman of the term/half term from each class – a member of the class who has worked particularly hard during PE – opportunities to praise and encourage children who might not be as sporty or partake in sporting activities outside of school.

	<p>Staff – liaise with PSHCE co-ordinator and discuss how two can be interlinked</p> <p>Governors – governors report written and shared</p>	<p>Time</p> <p>Time</p>	<p>Discussions with PSHCE lead on how physical activity and mental health are interlinked. Discussions on how this can be brought to the attention of the children and the powerful positive impact being physically active has on our mood, brain, and mental health</p> <p>Led governors meeting to raise awareness about developments in PE. Discussed what previous practice was like, what changes had been made and why and the impact of these. Plans for the future were also discussed and how we can continue to enhance the profile of PESSPA with the school.</p>	<p>Continue to discuss links and how these can be intertwined with PHSCE or PE and ensure all staff are onboard and fully engaged.</p> <p>Governors happy with report and pleased to see/hear about the changes made and future plans to raise the profile of PESSPA within school. Governors to continue to be updated.</p>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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:
Increase confidence of staff in delivering PE and physical activity sessions	<p>Researched and bought into a scheme of work providing planning, CPD and assessment – all increasing staff confidence.</p> <p>Carry out staff (teachers and support staff) confidence audit</p> <p>Create CPD profile for staff members and offer appropriate CPD (online)</p>	<p>£105 (complete PE subscription)</p> <p>Time</p> <p>Time</p>	<p>Children engaged in new topics and areas of PE being delivered and how it is being delivered. Clear increased confidence in staff through detailed planning and examples (cards and videos) provided.</p> <p>Discussions with staff about confidence levels. 2 areas of PE commonly came up – dance and gymnastics. Staff have approached PE lead for support when needed to increase confidence.</p> <p>Discussions with staff about confidence levels. Staff guided to appropriate support available through PE scheme of work that has been bought into. Increased staff confidence in particular area that they are delivering at the time</p>	<p>Ask staff to complete confidence audit at the start of the next academic year to plan appropriate CPD and provide support where necessary.</p> <p>Create table/document (accessible to all) for staff to record, evaluate and keep track of different online CPD they have accessed to increase confidence.</p> <p>Continue to address any areas for focus are addressed following quality assurance.</p>



	Quality assure provision in order to see next steps and areas for development	Time	Staff have approached PE lead for support and guidance to increase confidence prior to delivering a unit. Staff report increase in confidence prior to delivering units.	Continue to monitor and evaluate the effectiveness of the scheme of work and how its implementation has impacted staff and pupils.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Create opportunities for varied physical activity at home (due to bubbles and covid restrictions)	Link to activity home	Time	Discussed possibilities of active homework with SLT and how this can be implemented. Then discussed with staff – all staff on board. Also shared with governors who were encouraged by this and on board.	As a staff it has been decided that active homework will be rolled from Sept 2022. These will go out at the beginning of a term and the children can take on a different active challenge each week. Children can share their active homework with the class or during assemblies (Parents could even email pictures of the active homework taking place should they wish), but no formal submission is required. The active homework sheet will stay within homework books/folders for children to date when they have completed.

<p>Provide afterschool clubs and active challenges for children to access during break times and lunchtimes</p> <p>*when restrictions are eased, these will be monitored and re-evaluated</p>	<p>Audit impact of current provision – staff and parents (pre-covid)</p> <p>Conduct focus groups to identify popular activities</p>	<p>Time</p>	<p>Children in KS2 asked about what afterschool clubs they would be interested in. All asked to list 2 or 3 clubs that they would be interested in participating in. Clubs planned to ensure maximum take up.</p> <p>Active challenges discussed with staff and planned to start in September 2022</p>	<p>Clubs to be reviewed for September 2022, using the children’s ideas to ensure the best uptake. Initially staff will manage and run the clubs at lunchtime. Further support from outside will also be sought to deliver after school clubs. Have discussions with parents (send survey) to ask for their comments about lunch time and afterschool provision – also potential to seek out support from parents. Monitor and evaluate effectiveness of equipment for each class in encouraging children to be physically active. Have a whole school assembly to launch active challenges and discuss equipment – seek out KS2 children to be equipment monitors</p>
	<p>Additional play equipment to be provided for playtimes which targets alternative physical activities</p>	<p>£400</p>	<p>Equipment purchased for each class (and colour coded and labelled) for children be active at break times and lunch times.</p>	<p>Participation and attitudes to different activities to be monitored through 2022-23.</p>

Key indicator 5: Increased participation in competitive sport				
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:
Incorporating intra-school competitions in the last week of the term	Roll out idea to staff and create results table	Time	Initial discussions with staff had about rolling out intra school competitions through active challenges across the school – staff engaged and on board. Ensure engagement from all staff about intra school competitions in the last week of term – to ensure fairness these could be done in house groups rather than year groups/classes.	Roll out active challenges to all classes and provide each class with own set of resources (colour coded and labelled equipment, challenges to put in window with accompanying recoding sheet for children to complete independently) Have further discussions about intra-school competitions in house groups and decide on possible sports suitable for KS1 and 2 (dodgeball, bench ball, boccia, rounders etc.)
Continue to participate in tournaments offered by South Hunsley Partnership and further afield, encouraging attendance	Participate in all cluster events and small schools competitions	£50 (East Riding FA) £1,810 (Sports partnership) Staff time for supervision	Children enjoyed participating in inter-school competitions of various sports at SHS, including small schools competitions and additional sports events, such as Yr. 5 festival of sport and Yr.6 festival of sport and performing art which supported transition from KS2 and KS3.	Continue to participate in cluster events and small schools competitions and encourage uptake from a wide range of pupils. Ensure other activities are attended to target specific groups of children.

Signed off by	
Head Teacher:	Richard Winks
Date:	29.7.22
Subject Leader:	Laura Stipetic
Date:	25.7.22
Governor:	Sally Cawood
Date:	29.7.22