

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department
for Education

Created by



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Parkfield Community School 2021-22 Review



During each academic year, every primary school receives a Primary PE & Sport Premium Grant from the government. Each school receives a different amount of money depending on the number of children it has. In September, the Sport Premium Grant doubled. This was due to soft drinks companies having to pay a levy on drinks with added sugar.

The grant is given to help schools develop their PE curriculum and to increase the number of children participating in PE and sport in and out of school time.

Below is an action plan of how we intend to spend the Sport Premium Grant to best benefit the children.

The additional income provided to school through sports premium is designed to do the following;

- develop or add to the PE, physical activity and sport activities that 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

Schools can use the premium to secure improvements in the following indicators:

1. 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
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

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: £21, 690	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Employ a sport specific specialists who will work with the children during lunchtimes, curriculum and extra curriculum to ensure an increased amount of daily physical activity and speciality teaching.</p> <p>Specialists to work alongside teaching staff to improve the quality of teaching and learning so that it is never less than good.</p> <p>Ensure there are sufficient resources to ensure curriculum and lunchtime physical activity is well planned and delivered by staff</p> <p>MAT PE lead to design curriculum map.</p> <p>Playground Leaders (PL)</p>	<p>Employ a variety of specialists for this role. Sports Mentor to set up and run these activities during lunchtime for as many children as possible. Training for Lunchtime supervisors may be necessary.</p> <p>Produce rota of games for lunchtimes to increase participation in physical activity.</p> <p>Audit of school resources</p> <p>Audit of school resources to make sure school has the equipment to effectively teach the PE Curriculum and each bubble has suitable playground boxes.</p> <p>Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum</p> <p>Identify and develop UKS2 PL</p>	<p>£7000</p> <p>£2000 for resources</p> <p>£600</p>	<ul style="list-style-type: none"> Specialists Rugby, Cricket, Dance and Gymnastics increased opportunities for all pupils to be active throughout the week as well as in PE lessons. Specialists delivered breakfast and after school clubs children who also gained qualifications, badges and awards. Specialists allow staff to feel supported in 2-hour long lessons. Children are more engaged in active play. Equipment is maintained to high standard and new equipment to teach PE curriculum effectively. PL had significant effect on their own leadership skills and confidence. PL enabled pupils to positively welcome physical activity on the playground. Year 5 trained to allow children 2 years of activity, not just 1. 	<ul style="list-style-type: none"> Employ an apprentice to further add to PE workforce. Pupil voice to collaborate with school to decide what clubs should be offered. New equipment used for curriculum and extra-curricular activities. Ongoing support and training for those PL. Find time in the curriculum for full 2hrs of Physical Education. Track children’s 30mins take up beyond school gates.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children are fully aware of the value of physical activity and sport through effective teaching of PE and sport.</p> <p>Increased participation in competition at all levels raises profile of sport and PE. School achievements are celebrated by school.</p> <p>PE achievements are celebrated half termly in line with school games values.</p> <p>Quality Marks</p> <p>Parkfield specific PE kits</p>	<p>Feedback provided to children about PE and PA regularly.</p> <p>Celebrate attendance and achievement at local sports competitions.</p> <p>Sporting achievements are celebrated on website and to the local community.</p> <p>Half-termly celebrations of achievements in PE lessons. Badges or certificates.</p> <p>Apply for variety of quality marks</p>	<p>No cost</p> <p>No cost</p> <p>£100</p> <p>£1000</p>	<ul style="list-style-type: none"> ● Pupil voice children know that they can seek ideas from each other and speak on behalf of their classmates regarding opportunities and equipment. ● PESSPA specific assemblies and social media posts highlighted children's achievements in school and the community. ● Curriculum design allowed specific units to be taught in regard to the year group needs. Y5 additional dance enhanced pupils social and emotional development, Y3 Fitness improved, Y6 teamwork and communication developed through OAA and KS1 fine/gross motor skill gap closed. ● Gold School Games. Gold YST. Silver Pathway to Podium. Healthy Schools Award. ● Visits from Olympic athletes. ● Personal challenges in PE lessons are being completed at home as a family. ● House board is visible to all children to see healthy competition as part of everyday school life. 	<ul style="list-style-type: none"> ● Pupil voice for Sport and PE to be embedded in School Council. ● Continue to promote PESSPA within school and out on social media. ● Continue to update PESSPA displays. ● Develop a high-quality, inclusive curriculum and tailor towards school and children's needs. ● Road Map to be designed and PE vision to be communicated to all stakeholders/website. ● Continue secondary school relationship about sporting talent. ● Free/Sponsored kit enabled funds to be allocated elsewhere. ● Purchase event/competition kit ● Offer SEND PE/PA interventions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialists to work alongside teaching staff to enhance and develop the quality of teaching and learning so that it is never less than good & purchase of new PE Scheme.	Clear support provided to staff to ensure more consistent delivery.	£500	<ul style="list-style-type: none"> • Staff inset – PE Scheme. All staff fully aware how to use new scheme to effectively teach. • Subject knowledge audits completed by all teaching staff to highlight areas to improve confidence. • Specialists also observed MAT PE Lead to show standard of delivery. • Ongoing weekly mentoring for teachers via MAT PE Lead throughout the year to maintain skill level. • Bespoke CPD for all teaching staff based on current research. Initially targeted at ECT's and new staff before reaching out to whole staff. • Pre-CPD identified areas of improvement. Collaborative CPD and Coaching from MAT PE Lead increased subject knowledge and confidence. Post-CPD support maintained levels of competence. Visits from MAT PE Lead to verify levels of competence. • PE Coordinator took advantage of free CPD opportunities for specialised units. • Children enjoy teacher-led PE, are keen to take part and have a desire to learn and improve. 	<ul style="list-style-type: none"> • MAT PE Lead CPD maintains the sustainability for all staff to be supported at being confident to deliver PE. • Ensure teachers and apprentices have access to model lessons. • Improved teaching results in happier children. • Locate Swimming CPD. • Whole staff PE meetings lead to vision and lesson consistency. • Lunchtime staff training. • Continue close relationship with local universities.
MAT PE lead to support apprentices in the school. To ensure apprentice has up to date and high quality knowledge.	Regular support meetings from MAT lead for our PE apprentices.	£9500		
MAT PE lead to model lessons for staff and observe lessons to build personalised support for teaching staff.	MAT PE Lead to work with staff via formal and informal CPD.			
CPD for staff provided via the local sports partnership with a focus on NQT and PE teaching staff. To increase and improve staff pedagogy	Staff to attend relevant training specific to national curriculum expectations.	£300		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participation in local sporting competitions will ensure participation in a wide range of sports. Lunchtime and after school clubs will also look at the variation of sporting opportunities.</p> <p>Opportunities to visit and be visited by local professional sports clubs, additional to those in KPI1</p> <p>Investigate alternative sports</p> <p>Active Travel</p>	<p>Children to identify range of school activities they would like to be part of. As many of these suggested activities are provided via, lessons, lunchtimes, after school clubs and in local competitions.</p> <p>Research what can be obtained in curriculum, additional to and in the community.</p> <p>Identify bikeability programmes</p>	No cost	<ul style="list-style-type: none"> • Increased opportunities to take part in social and emotional activities. • Social Media engagement. • Work with Barford Hockey, , Newman University, LTA, Worcester Rugby, Birmingham FC, Tettenhall Volleyball, Birchfield Harriers, Kickboxing, BCU & Aspire Sports. • Bring the Power workshops provided children with para-sports, boxing and volleyball opportunities. • Variety of commonwealth activities from YST and range of other celebration days enabled children to encounter archery, rock climbing, lawn bowls, cultural dance and cheerleading. • CWG increased profile of PESSPA. • Bikeability allowed all KS2 children to complete Level 1. 	<ul style="list-style-type: none"> • Pupils are signposted to local/external clubs. • Trust PE Lead to continue to work with SENDCO on inclusion in PE and CPD. • Use pupil voice and school council for effective use of KPI. • Continue to provide opportunities for all and these opportunities are at capacity. • Continue work with external providers and organisations. • Increase MAT Sport Festivals 22/23. • Level 1 achievers actively travelling to school. • Bikeability for non-riders. • Balanceability for EYFS. • Promote active travel • Continue specialist provision

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased participation in competition raises profile of sport and PE. School achievements are celebrated by school.</p> <p>MAT Competitions</p>	<p>Enrolment into local School Sports Partnership. Events organised across between local schools and across the MAT.</p> <p>Travel to other schools using partnership transport where appropriate.</p> <p>Membership to the Girls and Boys, Erdington & Saltley Football League.</p> <p>MAT PE Lead to organise gaps in needed areas of competition. Medals and trophies purchased.</p>	<p>£400</p> <p>£100</p> <p>£100</p>	<ul style="list-style-type: none"> • Increased Level 0 personal competitions within PE raises self-belief. • Both competitions and challenges promoted on social media. • Whole School Sports Day based on CWG. • Children know School PE vision. • Children explore new social connections. • SEND MAT specific events increase inclusivity. • Children are “proud” to represent school. • MAT events all held at KES school, raising aspirations. • Increased competitions have led to increase in playground activity and club sign up. • Competitions for ‘less active’ children to spark a love for PESSPA.. • Increased Active Mile exposure to aid mental health when school reopened. 	<ul style="list-style-type: none"> • Continue with School Games 22/23 local partnership. • Continue to provide competition for all. • Increase specific training for competitions. • Apprentice to aid training for teams. • Ensure calendar of MAT events to be completed and represented. • Continue to target those ‘less active’ children as well as G&T, SEND and those who have not represented the school yet, but would like to. • Medals for all and winning trophy highlights healthy competition.. • Continue links with external professional clubs.
Total committed spend- £21, 690				

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	12%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6%
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