

Evidencing the Impact of Primary PE and Sport Premium 2021 – 2022

Details with regard to funding

Total amount carried over from 2019/20	£16,840
Total amount allocated for 2020/21	£16,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,135.64
Total amount allocated for 2021/22	£16,870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,005.64

Swimming Data

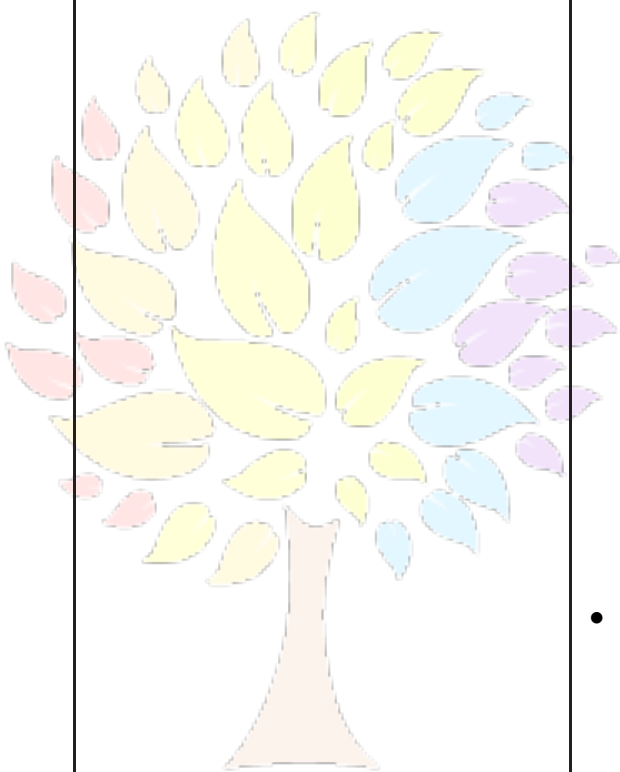
Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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



Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated:	Date Updated: 25 th July 2022 (evaluated)	
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				Percentage of total allocation: 18%
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 profile of our daily 30 minutes physical activity whole school offer and in particular, the concept of personal best. - Refine planned physical activity within our childcare provisions. - Children to know and understand (age appropriately) about the physical and emotional well-being benefits of regular physical activity.	- Ensure all children consistently access 30 minutes of physical activity every day – further enhance playground provision for encouraging and developing performance (personal best). - Provide additional, consistent physical activity (in addition to the 30 mins) during breakfast childcare provisions – staff to access training. - Continue to target least active	£3,505.64	30 mins physical activity has now been embedded in KS1 through the introduction of 'Up & Active' breaks – signal end of one lesson / start of new during extended periods e.g. from 10.30am – 12.10 / 1 – 3.15pm. - Although additional physical activity has been planned for within the breakfast childcare provision, the implementation of which has been inconsistent due to staffing difficulties over the course of the year –illness / COVID-19 / difficulty recruiting. - Over 65% of the school	- Ensure 30 active minutes is further embedded in the new academic year – support for teacher's new to school if nec. In developing (and fully implementing) Active Heat Map. - Provide additional, consistent physical activity (in addition to the 30 mins) during breakfast childcare provisions – staff to access training. - Continue to target least active children through extra-curricular clubs,





children through extra-curricular clubs, active lunchtimes and childcare provision – review provision of childcare for siblings if parents are unable to return to collect.

- Continue to develop children's understanding of the physical and emotional well-being – embed KidSafe.

population have accessed at least one physical extra-curricular club over the course of the year. This has been possible through all extra-curricular sport and well-being based clubs being offered free of charge along with free childcare for siblings not attending the activity. In addition to which, a 'girls only football club' in line with the school FA Girls' Football Pledge encouraged the uptake of girls who had not attended the mixed club. A targeted (personal invite only) extra-curricular multi-skills club in the summer term focused on engaging KS2 pupils who had not previously attended an extra-curricular club.

- KidSafe successfully implemented across the full school following the EYFS trial in summer 2021. All staff (including admin, site staff and lunchtime staff) accessed training.

active lunchtimes and childcare provision – embed provision of childcare for siblings if parents are unable to return to collect.

- Continue to develop children's understanding of the physical and emotional well-being – develop role of children as 'Mental Health Champions'.
- Review playground deployment of staff and range of physical activities available during playtime / lunchtime – embed Play Leader roles.

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

Percentage of total allocation:

3%

Intent

Implementation

Impact



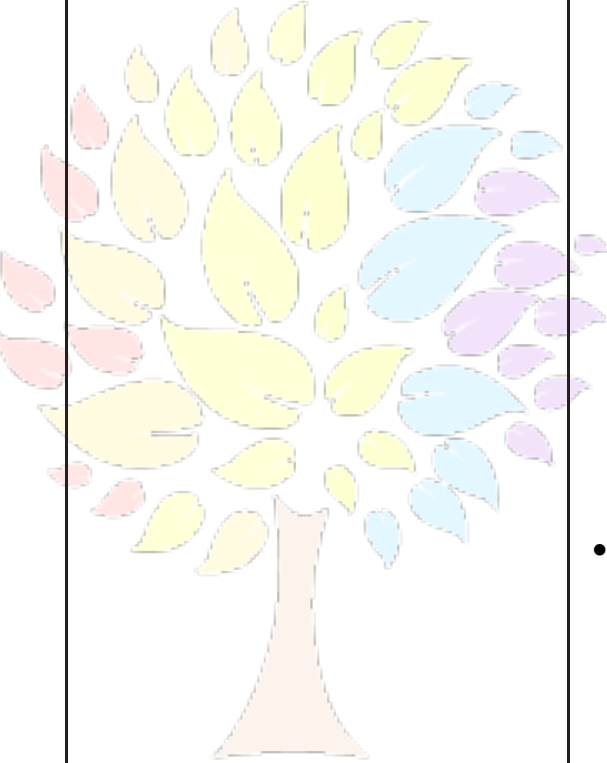
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to promote our school ethos which values active and healthy lifestyles throughout school – children to have a good age appropriate understanding of what an active and healthy lifestyle is and how to achieve it.	- Further raise the profile of the School Sports Organising Crew is high and influences decisions and provision within school. - Develop a notice board in the school entrance to raise the profile of PE and sport for visitors and parents. - Liaise with PSHE Lead re: Lancashire Healthy School Status.	£500	- The School Council incorporated the School Sports Organising Crew and undertook work to review playtimes with Class Councils. Children identified problems aspects at playtime and equipment needed. - Notice board – development in its use has been limited. Greater emphasis has been on direct parent communication through the weekly whole school newsletter as well as 'Teaching Block' class letters. New mobile device friendly format – SWAY – emailed direct to parent's inbox. - Liaison identified pupil mental health as an area for development – partnership with HealthyHeads developed which included a 5 week programme for KS1 and lower KS2. Access to pupil mental health champion training has been postponed to next academic year – cancelled due to COVID19.	Further incorporate the six School Games Values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork) into the whole school curriculum and extra-curricular offers – link to My Personal Best. E.g. focus on a different value each Teaching Block in assemblies – link to sport, reading, music, etc.



	Secure and host onsite courses / activities for families to be able to access through Lancashire Adult Learning (LAL) as soon as restrictions allow - promoting active healthy lifestyles and well-being		Sessions planned were cancelled by LAL due to limited staff capacity / recruitment difficulties.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
Intent	Implement ation		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:
- Ensure high quality physical education for all children – staff confident in delivery – in particular those new to school / returning from maternity leave. - Ensure staff are up-to-date with the latest knowledge, skills and guidance for delivering high quality PE. - Ensure high quality forest school provision is accessible to all children. - Ensure high quality physical	- Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. - Continue membership of RSSP (same level as previous) to be able to access CPD, networking and events. - Continue to focus on refining skills development within the taught curriculum – aspect specific CPD to further	£4,000	- Membership of YST has enabled staff to continue to keep up to date with sport development and access resources accordingly – likewise membership of RSSP. - KS2 High Quality Dance and Gymnastics training – cancelled due to COVID-19	- ECT to continue to develop knowledge, skills and understanding of high quality PE provision – positive impact evident in teaching and learning. - Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. - Continue membership of

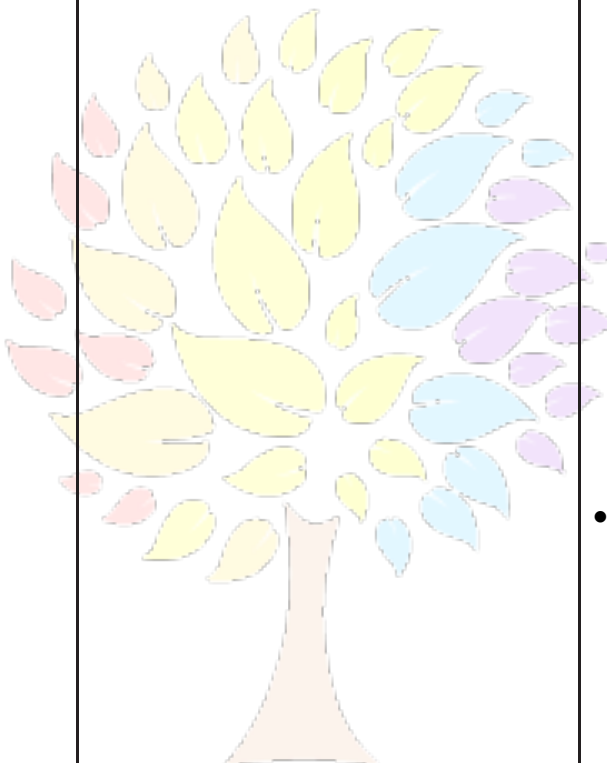


activity is offered through before / after school childcare facilities (extended services). 	develop confidence e.g. dance, gymnastics. • Staff to continue to develop teaching physical education through CPD – in particular, staff new to school (Y3/4 mat. cover). • PE subject leader to attend termly network meeting and provide updates to staff as necessary. • Develop the role of a forest school lead with access to training as needed – develop the provision to become a more integral part of our curriculum across KS2.		• Fully implemented the Lancashire PE Passport App following whole school training ((11.01.22 – J. Squires LA PE Consultant) to further develop teacher planning and use of assessment in PE. Y3/4 teacher (ECT – started 1st Jan. 22) accessed additional 1:1 PE planning support through RSSP (1/2 day) as a follow up. KS1 teacher accessed fundamental movement skills training, including support in assessment – end of year data moderated by Rossendale Schools Sports Co-ordinator. • Subject lead meetings attended - new connections made e.g. Rossendale Rugby Football Club and HealthyHeads. Information fed back to whole school staff meetings as appropriate. • Despite difficulties in recruiting to the role of 'Forest School Lead', the provision has been accessed by all year groups for a min. of 6 weeks over the course of the year.	RSSP (same level as previous) to be able to access CPD, networking and events. • Continue to focus on refining skills development within the taught curriculum – aspect specific CPD to further develop confidence e.g. dance, gymnastics. • PE subject leader to attend termly network meeting and provide updates to staff as necessary. • Staff to continue to develop teaching and assessment in physical education through CPD – in particular, staff new to school (Y1/2 and ECT). • Extended services staff to access CPD to lead physical activity.
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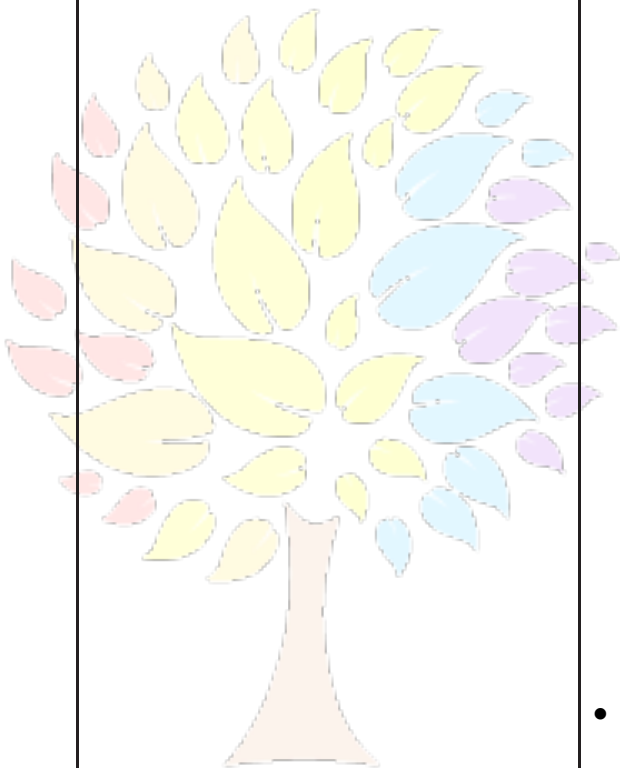


	Extended services staff to access CPD to lead physical activity.		Extended services training – unable to be accessed due to staff absence and COVID-19 cancellation.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 42%
Intent	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:
- All children to be able to develop and transfer their skills with increasing confidence across a broad range of sport experiences (both curricular and extracurricular). - Pupils to know... the location and range of sports and activities accessible within the local area to support physical and emotional health and well-being.	- Embed Y2 access to swimming. - Further develop children's access to ski lessons – consider one year group access as opposed to full class to minimise the amount of time the children have to wait to have a turn on the slope. Consider roll out to Y4. - Further develop children's access to activities (such as angling) to promote physical and emotional well-being.	£8,000	- Y2 swimming lessons embedded (16 week programme) - Y4 and Y5 accessed ski lessons as a single cohort (approx. ½ the school year per cohort). The impact of which has developed confidence, resilience and well-being – some children now access lessons out of school hours. - Introduced Character Education (5 week programme) for KS1 and lower KS2 during the spring term. Through this work, children	- Develop role of children's Mental Health Champions - Embed access to forest school provision for all year groups to support emotional well-being. - Embed character education. - Extend school's offer of access to professional sports events to broaden children's understanding of sport and careers within physical activity.



To develop children's competency in swimming earlier than in previous years. 	- Reinstate school's offer of access to professional sports events (COVID-19 restrictions permitting) to broaden children's understanding of sport and careers within physical activity. - Extend visits of representatives of sport-based careers.		developed their self-esteem, resilience, positivity, kindness and sense of team. All cohorts accessed on site forest school provision (for a min. of 6 weeks) to develop emotional well-being and self confidence. Although it was not possible to access angling, rugby has been introduced as an extra-curricular club following links made with RRUFC. This has run weekly (Oct. '21 – July '22). This club has helped develop children's understanding of roles within a sports team as well as individual resilience, stamina and well-being. 12 Y5/6 children attended the England v Austria opening match of the UEFA Women's Euro 2022 at Old Trafford. - Through a project with BFC, Y5/6 developed their understanding and awareness of opportunities within sport for people with disabilities. As part of this, the children worked with Azeem Amir (Professional	Extend visits of representatives of sport-based careers.
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- Extend access to clubs as COVID-19 restrictions allow.
- Reinstate Playground Leaders.

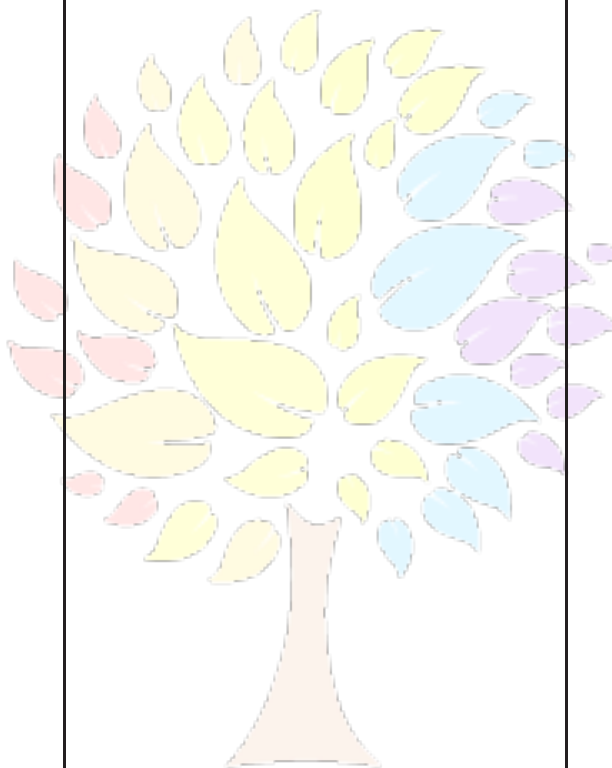
Footballer with the England Blind Football Team)

- The number of extra-curricular clubs accessible to all children significantly increased as COVID-19 restrictions eased (in particular in the autumn and summer terms) – the majority have been accessible across year groups / whole school as pre-COVID. The impact of which has seen a significant increase in uptake - over 65% of the school population have accessed at least one extra-curricular sports club. New clubs (rugby) introduced to further broaden children's opportunities to develop and transfer their skills. This has developed pupil enjoyment and confidence in sport as well as enhanced well-being.
- Playground Leader training (28th April) – implemented on the yard in second half of summer term. Impact of which has developed pupil's independence to coach and lead others.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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: - All children to feel motivated, competent and confident when involved in competitive sporting opportunities. - Further develop access to a range of competitive sporting opportunities both intra and where possible inter-school (in particular inter-school for lower KS2).	Make sure your actions to achieve are linked to your intentions: - Continue to host an annual family centred level 1 event (charity fundraising to link to citizenship) - Continue to compliment the events calendar with clubs to develop skills in preparation – embed tennis and introduce rugby to be able to develop skills in prep. for participating in inter-school tag rugby events. - Ensure staff maximise opportunities for intra-	Funding allocated: £3,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - A family centred event was planned for the spring term however increased COVID-19 restrictions within school during this period prohibited the event from taking place. - The number of extra-curricular clubs accessible to all children significantly increased as COVID-19 restrictions eased in the autumn and summer terms. New clubs (rugby) introduced to further broaden children's opportunities to develop and transfer their skills. Tennis Club – the upper KS2 squad made it through to the finals. Table Tennis Club – a Y6 pupil won the Rossendale Boy's inter-school table tennis competition (over 30 schools competing). - Staff have undertaken 'intra-school' events within their classes	Sustainability and suggested next steps: - Host an annual family centred level 1 event (charity fundraising to link to citizenship). - Continue to compliment the events calendar with clubs to develop skills in preparation – embed tennis and introduce rugby to be able to develop skills in prep. for participating in inter-school tag rugby events. - Within school-based clubs provide opportunities for children to lead and





school competitions over the academic year, in consideration of COVID-19 restrictions.

- Continue to be a member of Rossendale School Sport Partnership to access competitions and events.
- Where / when COVID-19 restrictions allow...
 - Continue to access the RSSP competitive events calendar – further develop our participation in the Y3/4 events.
 - Continue to take part in the local football league and knock out competition for Y5/6 and further develop our participation in the Y4 league.

e.g. Y5 v Y6 tag rugby. In addition to which, intra-school events between different classes have been reintroduced and included a mix of skills based (non-competitive) and competition-based events. These events provided the children (in particular KS2 children) the opportunity to coach and lead others.

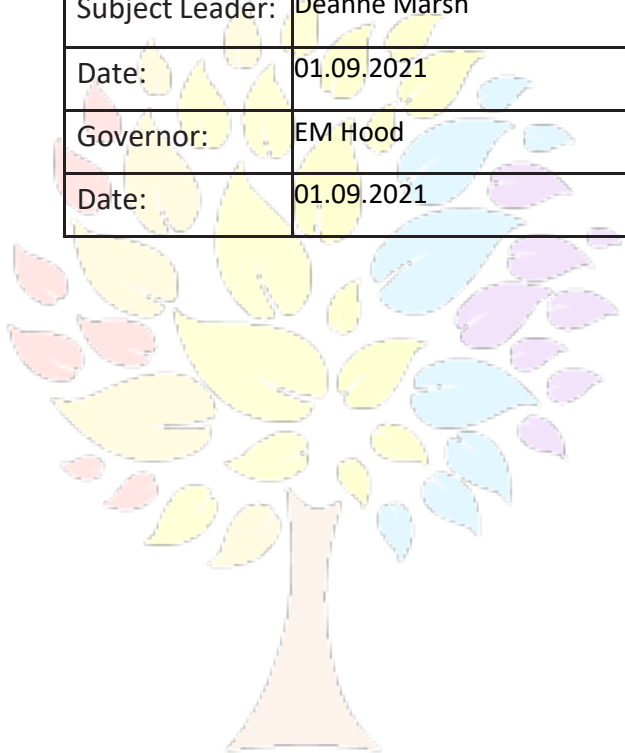
- Inter-school events / competitions accessed this year have included:
 - LKS2 Glow Dodgeball
 - Change4Life Festival
 - KS2 Dodgeball Festival (and Final)
 - Y2/3 Fundamental Skills Transition Festival
 - KS2 Inclusion Fundamental Skills Festival
 - Table Tennis
 - Y3/4 Tag Rugby
 - Tennis
- Local league football was not fully operational due to COVID-19 difficulties.

official activities.

- Continue to increase the number of competitive sport opportunities for all groups (in particular KS1).
- Develop personal goal setting within the 30 active minutes offer.



Signed off by	
Head Teacher:	Deanne Marsh
Date:	01.09.2021
Subject Leader:	Deanne Marsh
Date:	01.09.2021
Governor:	EM Hood
Date:	01.09.2021



St Saviour's Community Primary School

