

Sports Premium Spending 2021-22

Schools receive a Sports Premium payment to improve the quality and breath of Physical Education (PE) and sports provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the physical performance levels of which they are capable.

In the 2021 – 22 academic year, the school received £16,000 plus £10 per head (equalling an extra £1730) of Sports Premium funding. It has been (or is allocated to be) spent in the following ways:

Provision	Provision	Funding allocated
Sports Premium Leader	Employ a Sports Premium Leader to audit PE and sporting provision within the school, construct an Action Plan and ensure effective spending of the Sports Premium money. Co-ordination Time for PE Subject Leader to arrange events, liaise with coaches and SSF.	£1500
Partnership with Stevenage Sporting Futures (SSF)	Increased opportunities for children to take part in a range of sporting activities and competitive activities. Opportunity for teachers to be skilled up in effective teaching of physical activity. Employment of Sports Apprentice to support PE teaching across school and to help run various sporting clubs.	£7,000
Employ Yoga Teachers	To ensure pupils have access to high-quality PE lessons as part of their curriculum entitlement. Teacher benefit from coaching model. Pupil voice evidence to show children feel more relaxed and are able to concentrate more on their learning.	£3,800
Playground equipment	Boxes for storing equipment for lunch time and play time use. Additional play equipment resources.	£1000
Increase competition opportunities for pupils	Sports Partnership involvement – linking with Stevenage Sporting Futures for inter and intra school competition.	£565
Outdoor climbing equipment	Continue to invest in new 'places to play' allowing children to use and push their bodies physically in their own learning time.	£3865
		Total spent: £17,730

Academic Year: 2021/22

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

Intent	Implementation	Impact	Sustainability and next steps
ALL children are provided with 2 hours of dedicated PE learning per week.	PE Subject Leader will make sure that each class has 2 hours' worth of timetable slots for PE sessions to take place. PE Apprentice will support PE teaching alongside teachers. PE Subject Leader will monitor all PE teaching across the school to make sure it is taking place regularly and is of a high standard. Due to possible continuing Covid restrictions children will participate in PE outside on the playground where possible. For Covid absences PE Subject Leader and PE Apprentice filmed fitness videos for children to complete alongside at home.	Children are provided with adequate time to engage with a range of high-quality physical activity, promoting their love and passion for sport and physical well-being.	PE Subject Leader to continue to monitor PE teaching across the school. PE Subject Leader to provide a staff questionnaire regarding their own, individual teaching of PE and any support that they may need, including suggestions moving forward.
Children have 'active' break and lunchtime playground opportunities every day.	PE Subject Leader, Sports Apprentice and four Year 2 Sports Leaders to organise the running of different sporting activities outside on the playground. The Year 2 Sports Leaders can choose from a range of resources to create their own games that they would like to run for their peers. Sports Apprentice to oversee its implementation and to report back to the PE Subject Leader to monitor. Sports Apprentice to train up MSA's to run 'active' and 'engaging' sporting activities outside independently.	Children have a more directed and structured time outside. Year 2 Sports Leaders gather confidence, organisational and leadership skills through the running of activities. All children have the opportunity to engage in sports activities during break and lunchtimes. MSA's gather new knowledge and skills.	Sports Apprentice to monitor the running and resource use. Year 2 Sports Leaders to be rotated each week. PE Subject Leader to be kept informed.

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

Intent	Implementation	Impact	Sustainability and next steps
Children are exposed to high quality PE teaching.	PE Subject Leader to attend PE Subject Lead Cluster Meetings with other local schools where best practice and new initiatives are shared and discussed. These are then to be fed back and shared with teaching staff. PE Subject Leader to liaise with	Children are exposed to high quality PE teaching enabling ALL children including those with differing needs to make good progress.	PE Subject Leader to regularly gather feedback from teaching staff to ensure any emerging needs can be met. PE Subject Leader to maintain good

	Stevenage Sporting Futures who offer a range of PE CPD opportunities to offer to staff.		communication between SSF and other PE Subject Leaders.
PE/physical activity is brought into the forefront of day to day school life so children have as much physical time as possible.	Employment of a Sports Apprentice to support the day to day running and delivery of PE/sports across the school. Sports Apprentice to support PE sessions making sure that needs of ALL children are met. Apprentice to help organise and support Year 2 Sports Leaders and their endeavours at break and lunchtimes. Sports Apprentice to run a range of Sports Clubs including afterschool clubs for targeted children. Daily Mile Challenge brought into the forefront, results noted on our Weekly Newsletter to parents. Children to compete against each other (year groups) daily at school. 'Places to Play' playground equipment to be constructed so children have a space to push their bodies physically in an enjoyable and safe environment.	Physical Education is brought into the forefront of day to day school life for children. More children have more opportunities to access sport and fitness.	PE Subject Leader to be responsible for Sports Apprentice's deployment, target setting and progress reviews in order to make sure a positive impact is being made.
Children develop strong physical wellbeing alongside strong mental wellbeing. Children also learn and appreciate the crucial link/relationship between the two.	Employment of Yoga Teachers to lead 1 hour Yoga sessions each week including lunchtime Yoga enrichment sessions. Year 2 will attend every week during Autumn Term, Year 1 Spring Term and Reception Summer Term. Yoga teacher will lead sessions supported by class teacher and TA. School will provide Yoga mats for children to use. Teacher will also transport the 'mindful' elements learnt back into the classroom for children to continue to develop their positive mindset and concentration levels. Yoga teacher will lead weekly Yoga sessions for all classes.	Children are exposed to a new physical awareness and state of wellbeing. They learn new Yoga poses to increase core muscular strength and new mental/mindful skills and abilities. Yoga has a positive impact on children's classroom concentration, behaviour and learning progress.	Make sure Teachers and TA's observe and make note of Yoga teaching to become upskilled. This is to ensure the sustainability of the running of Yoga sessions if there were to be potential funding cuts.

<p>A variety of sports after-school clubs offered and ran in order to get more children involved in physical activity including the more vulnerable.</p>	<p>PE Subject Leader and Sports Apprentice to decide upon a variety of after-school sports clubs such as 'Go Girl' (targeting girls with little to no participation in sport). 'Afterschool Club' to engage with frequent, daily sports activities alongside PE Apprentice. Afterschool Football Club to be ran.</p>	<p>Targeted children make accelerated progress in their area of need and develop a love of physical activity.</p>	<p>Clubs go on for a term or half term. Approach individual teachers whether there is a sporting club that they would be happy to run to share ownership across the school.</p>
<p>The promotion of health and wellbeing.</p>	<p>Children engaged with the 'Action Mats' programme of work delivered by Stevenage Sporting Futures. Courses such as these promote enjoyment of physical activity. Children to engage with our 'I can eat a rainbow' project within the school setting and at home. Children to be offered new fruits and vegetables to try each week and will complete learning on the positive effects they can have on the human body and mind.</p>	<p>Children are equipped with the knowledge to lead a healthy lifestyle. They understand what healthy foods are and their importance in the running of our bodies.</p>	<p>PE Subject Leader to maintain strong links with Stevenage Sporting Futures for future continuation of projects. School to continue to promote the trying of new healthy foods/diets and to support parents with their endeavours at home.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability and next steps
Teaching staff feel confident in their own ability to teach high quality PE lessons.	PE Subject Leader to attend online PE Subject Lead Cluster Meetings with other local schools where best practice and new initiatives are shared and discussed. These are then to be fed back and shared with teaching staff. PE Subject Leader to liaise with Stevenage Sporting Futures who offer a range of PE CPD opportunities to offer to staff. PE Subject Leader to run PE Staff Meeting to model good practice. PE Subject Leader will conduct PE lesson observations of teaching staff to allow for feedback/suggestions/steps moving forward.	Teaching staff feel comfortable and confident in the delivery of their PE sessions. Children are exposed to high quality PE teaching enabling ALL children including those with differing needs to make good progress.	PE Subject Leader to regularly gather feedback from teaching staff to ensure any emerging needs can be met.
Children have access to a range of sporting activities and resources during break and lunchtimes.	MSA's to be offered training. They will be trained up on the activities which they can organise, the resources they can use and how to use them, and how they can engage with and support the Year 2 Sports Leaders during outside, playground times.	Children have a more directed and structured time outside. MSA's and Year 2 Sports Leaders gather confidence, organisational and leadership skills through the running of activities. All children have the opportunity to engage in sports activities during break and lunchtimes.	Organise in-house staff training for MSA's (Sports Apprentice to lead) or enquire on MSA training from outside support (Stevenage Sporting Futures).
Support for teachers in the teaching of an inclusive PE curriculum for SEN children and children with other needs.	Mary Szulikowski (Specialist Leader in PE Inclusion) will visit individual teachers wherever necessary to help support their PE teaching for SEN/inclusion. PE Subject Leader and Sports Apprentice are also available to support SEN teaching if needed.	Inclusive opportunities and engagement of ALL pupils with specific challenges/impairments during PE sessions. Their needs are met.	Provide all teachers with Mary Szulikowski's contact details to email directly. Teachers can also seek out PE Subject Leader to help organise contact.

Through well-structured planning, teachers have a thorough and deep understanding of how best to deliver PE sessions confidently and effectively.	By providing staff with a clear P.E. planning structure (Val Sabin body of work). PE Subject Leader to support any staff who are unfamiliar with the planning documents. Explore other PE schemes of work. PE Apprentice plans a well-structured body of work, including sequenced planning so <u>ALL</u> children can access the National Curriculum and thrive.	Teachers have a consistent, progressive approach to planning and delivering P.E. lessons across the school.	Val Sabin planning folders are stored communally so are accessible to all staff. Policy is to return them immediately after photocopying lessons that are required. This is to keep planning folders in top condition.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	Sustainability and next steps
Children have the opportunity to participate in competitive sports and competitions against/alongside other local schools.	Through our membership with Stevenage Sporting Futures, we are offered numerous sporting events throughout the academic year for our children to participate in. Children engage with our daily 'Daily Mile' challenge where points can be earned. Year groups play against each other with winning teams being announced each week on the school's Newsletter.	Children are exposed to competitive support in a safe environment. These opportunities allow children to play against other children their age and to test their physical abilities against peers. This inspires confidence, drive, goal setting and self-improvement.	Continue strong links with the Stevenage Sporting Futures team with Subject Leader keeping clear communication between company and school.
Children are offered a wide variety/range of different sports to participate in.	PE Subject Leader will ask not just teachers but all staff members for any individual sporting passion that they may have and be happy to share with the children. For example, the PE Subject Leader enjoys skateboarding and many pupils expressed an interest in learning. The school also runs numerous after school trails/assault courses for ALL children.	Children have the opportunity to participate in sports they may never have heard of or thought about. It also provides staff members with a platform to spread their own passion and knowledge of a sport which children find infectious.	Ask members of staff for their input on any sports that they have a passion for and would be willing to share with the children.

Purchase high quality resources.	PE Subject Leader and Sports Apprentice to monitor school PE resources to ensure the school has high quality sports supplies. If needed PE Subject Leader to order new equipment to replenish old stock. PE Subject Leader and Sports Apprentice to run a whole school assembly to demonstrate how to look after PE equipment and how to use it properly.	Children get to engage with a range of high quality, well maintained sport resources.	Constant reinforcement to children on how to use and look after sporting equipment properly.
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	Sustainability and next steps
Children have the opportunity to participate in competitive sports and competitions against/alongside other local schools.	Through our membership with Stevenage Sporting Futures, we are offered numerous sporting events throughout the academic year for our children to participate in. PE Subject Leader also to organise an annual Sports Day. Children engage with our daily 'Daily Mile' challenge where points can be earned. Year groups play against each other with winning teams being announced each week on the school's Newsletter.	Children are exposed to competitive support in a safe environment. These opportunities allow children to play with other children their age and to test their physical abilities against peers. This inspires confidence, drive, goal setting and self-improvement.	Continue strong links with the Stevenage Sporting Futures team with Subject Leader keeping clear communication between company and school.

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