As God's family, together we achieve

HODDLESDEN ST PAUL'S CE PRIMARY

Primary PE and Sport Premium Funding

Impact Report 2020/2021

Created by: Association for Physical Education, YOUTH SPORT TRUST

Supported by: Sport England Lottery Funded, Active Partnerships

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
During COVID-19 we have had to make substantial adjustments to our predicted spending and impact report. In relation to the 5 key indicators from the DfE; 1. We have continued to facilitate physical activity for all pupils as much as possible when considering children have been isolating a lot and have been remote learners for between a third and a half of the last two academic years. Children have been provided with a variety of opportunities such as a Virtual Sports Day to encourage physical activity both at home and in school. 2. The profile of PE and sport is still high across school with PE being accessed at least twice per week. However we have been unable to safely run extra-curricular sports meaning the profile of PE has reduced. 3. We have been unable to have as many specialists in this year as we would previously (however we have still had to pay them). When specialists have been able to come in, this has increasing the confidence, knowledge and skills of staff. Due to this being inconsistent and on virtual platforms etc the impact was not as effective as if it had been live. 4. We have struggled to ensure the children have had as broader experiences in a range of sports and activities as we usually would facilitate due to the pandemic. We have done this to the best of our abilities given the situation by using different technologies and adjusting the overview to ensure skills are taught through a variety of sports. 5. We have had very little participation in competitive sport due to having high restrictions (tier 4) in BwD, however when the children have been able to attend events, we have ensured they have accessed them. We have also provided competitions internally.	1. To improve the stamina of children. We have noticed a significant decrease in children's stamina. We have noticed an increase in them being on technical devices and participating in less clubs due to them being closed, accessed virtually or children isolating so unable to attend. 2. To begin to run extra-curricular clubs and have children able to access a wider range of PE and Sport. To have a focus on the Sporting Values and representing them at play time and lunch times. 3. To have a variety of specialists in consistently. To also incorporate these with ETC time for newly qualified teachers. 4. To have workshops such as martial arts etc into school, giving more children opportunities to access a variety of Sports. 5. To access the DPSSA and SLA agreement if it is COVID secure.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Total amount carried forward from 2019/2020	**£0**
+ Total amount for this academic year 2020/2021	**£17,780**
= Total to be spent by 31st July 2021	**£17,780**

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.**	
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 2021. Please see note above.	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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

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:** £17,780		**Date Updated: July 12th 2021**	
Key indicator 1: The engagement of all 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: 13%
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:
• To increase the fine and motor skills development of targeted pupils in KS1. • To engage all pupils in regular physical activity during break and lunchtimes • To ensure every child leaves Primary School being able to swim.	• Providing targeted activities for pupils in KS1 who require gross and fine motor development with a TA. • TA to encourage active play during break times and lunchtimes using bubble equipment that has been purchased. • Continue to raise attainment or Year 5 & 6 pupils to attend additional school swimming sessions to meet requirements of the National Curriculum before the end of key stage 2.	£1,851.85 (TA) £484.90 (Equipment)	Children in specific bubbles have been allocated equipment to develop their specific PD needs. For example, Year 1- balancing blocks. Each year group has developed in their specific areas with the staff allocated. Their behaviour has been much improved at breaks and lunch since investing in equipment to promote communication and team games.	Sustainability -Development of fundamental movement skills across the school. -Promotion of our Sporting Values, instilling and embedding these into the children. -Promoting communication and team work within sport. Due to COVID, we have been unable to send another group swimming due to crossing bubbles and staffing. We have also been unable to use the TA across school for breaks and lunches due to maintaining bubble security.

				However, this has still been paid at this rate. He has supported his bubble- just not a whole school impact. **Next Steps:** -For TA to be deployed at lunch times and after school to support with engagement of children in clubs and extra-curricular activities. For him to develop the role of Sports Leaders. -For classes to take part in 'The Daily Mile' to build up stamina, resilience and perseverance. -To deploy a TA to support SEND/Sensory/PD development across school for children with high level of SEND. -To have some Y5 children joining Y4 swimming to develop on their skills from this year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
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:

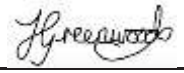
• To improve pupil stamina • Previously non-active children are more active. • To ensure pupils are more active at break and lunchtime, reducing the number of incidents and behavioural • To ensure there is a readiness to learn	• Active break and lunchtimes with a range of equipment available for pupils to enjoy using. • Ensure each class is accessing brain gym activities on a daily basis. • Use of external visitors to celebrate and advocate being active as part of the CUBE curriculum. • Accessing a range of competitions, events and festivals throughout the year (Where possible due to COVID- through the sports partnership).	£500 Fun Food Chef £575 Wild Ones Adventures £629 Chinese Lion Dance £715 Romeo and Juliet Workshop	The Wild Ones Adventures have been a brilliant opportunity to link our CUBE curriculum together. They have incorporated the OAA curriculum with our English learning promoting our sporting values through English and developing the profile of PESSPA across school and embedding it into our curriculum. The Martial Arts and Chinese Dance Workshops gave the children a really fantastic opportunity to embed our British Values learning into our PE and CUBE curriculum learning. The Fun Food Chef has incorporated tolerance to other cultures as well as links to our Amazing Asia topic. It has also linked to nutritional focus in Science and DT.	Sustainability -Children understand the place of PE and Sport within other areas of the curriculum. -Children have an understanding of tolerance and other British Values through different activities. The Romeo and Juliet workshops have been postponed and will be made relevant to next year. (paid for already) **Next Steps:** -We will continue to work with outside agencies in order to provide opportunities for our children to experience different cultures. -Continue encouraging healthy snacks and school lunches. -Promote PE and Sport leaders within classes/key stages. - Encouragement of least active children through SLA agreement activities. -Embedding PE and Sport into other areas of the CUBE curriculum, raising the profile by drawing links.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 14.5%
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:
• To ensure staff are provided with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. • To ensure active learning across the curriculum using specialists. resources and active strategies	• Continue with IPEP and provide training for new staff and updated CPD for existing staff. • Create class PE and Sport timetables (COVID secure) with Sport Specialists to upskill staff. • Qualified sports coaches to work alongside teachers to enhance or extend current opportunities and enhance curriculum development with cultural experiences.	£475 One Day Creative £450 IPEP subscription £1610 Gymnastics Coach	IPEP has been implemented again in school this academic year. It has proven invaluable especially when children have been remote learners. The videos and resources provided are heavily 'skills' based which has meant children have continued to be able to develop key skills even if accessing remote learning. We have continued to have the specialist Gymnastics coach deliver CPD opportunities throughout the year- remotely or live.	Sustainability- Staff are much more confident with the planning, progression and implementation of PE. Staff skill set is improved and they feel more confident with the skills needed to teach different areas of the curriculum. **Next Step:** -To establish clear and consistent assessment and progression across school using IPEP. -To provide training for new staff on IPEP -To provide CPD opportunities for new members of staff as well as existing members of staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34.5%%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
• To encourage more pupils to take up sport and physical activities during and after school.	• To introduce new sports and physical activities through the curriculum enhancements. • Provide sport clubs following pupil interests (COVID secure) broadening the variety of extra-curricular activities.	£1610 Gymnastics Coach £2,100 OAA y1-5 £2,400 OAA for Y6.	OAA days- these have given the children amazing opportunities to learn outside the classroom. The OAA days gave the children opportunities to participate in activities they would not usually participate in. They were able to try new things and progress with their skills. Our gymnastics coach has given many children the opportunity to experience high quality coaching in a sport which they would usually not have the opportunity to participate in. Due to covid, we have been unable to offer before and after school clubs this year. Children have had a variety of opportunities through our PE curriculum overview to participate in different sport. Some children from KS2 also had the opportunity to participate in orienteering and athletics during a brief period where this was allowed.	Sustainability: -Children were filled with pride and learnt many skills such as perseverance and resilience during these sessions. -Many children in school have developed a love of gymnastics and are interested in starting lessons again once community clubs are unrestricted. **Next Steps:** -Sports Coach/TA allocated to giving children broader PE and Sport opportunities across school. -TA employed to provide SEND children with sensory/PD specific opportunities. -Continue with specialist coaching -Arrange for OAA opportunities either through Sporting NRG or Wild Ones Adventures.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 8%
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:
To increase pupils' participation in the School Games competitions (COVID secure).	Sign up to the Sport Partnership SLA to be able to enter more sport competitions or tournaments (if COVID secure).	£850 SLA agreement £500 DPSSA £50 Transport	Some KS2 children had the opportunity to participate in the Orienteering competition as well as the athletics. They enjoyed the opportunity of competing against other children at a new place. Earlier in the year some children also had the chance to participate in some 'virtual' competitions. This gave children a sense of being competitive in an alternative way.	The SLA agreement as well as the DPSSA has had a limited impact this year due to COVID. This fee has been agreed to be continued for 2021/22. By hopefully being able to access more competitions and tournaments/ events with a wide variety of Sports we will raise the PESSPA profile in school. **Next Steps** -For more children to have the opportunity to access competitions arranged by the SLA. -For the DPSSA competitions to be able to run covid securely so that more children can participate in competitions.

Total Spent: £14,800.75
Amount carried over to 2021/2022: £2979.25

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jen Greenwood 
Date:	12.07.2021
Governor:	
Date:	