

Sports Premium Strategy Statement 2021-2023

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - PE is highly valued at our school, it has been on the school DEP as a high priority for the past two years (2018/19 and 2019/20) with links to improving physical and mental wellbeing. - Key health messages delivered through wider curriculum including assemblies and Jigsaw. - Provision at lunchtime – sports coach used for a number of years delivering activities to KS2. Sports Leaders in place for KS1 and KS2 to encourage physical activity (pre-Covid). - Let's Get Healthy initiative (2018-19) continues to have an impact on delivering key health messages - Healthy Heroes groups (2019-20) targeted children for self-esteem/wellbeing focus using sport as a tool to support mental wellbeing. - Staff CPD is planned and delivered on a personalised basis. - Consistent approach to delivery of the PE curriculum – leader created long term plans, knowledge, skills and vocabulary documents, assessment tools used by whole school. - Out of school provision – wide range of clubs offered (pre-Covid) - Wider opportunities – children have experienced a wide range of sports including skateboarding, volleyball, scootering, yoga etc. - Maintained good links with cluster schools meaning lots of opportunities for inter school competitions. Also links to Hill House. - PE and physical activity continued to be a focus during Covid-19. Provision from the first school closure evaluated and improved for the second lockdown ensuring our children were encouraged to be physically active. - Staff CPD conducted through online modules - Playtime and lunchtime provision on return to school has been a high priority ensuring our children access quality resources which encourage active play - Brain breaks are embedded within the whole school and are used to encourage not only movement but to support mental wellbeing and concentration in lessons. - Children have accessed virtual competitions throughout the pandemic. 	<ol style="list-style-type: none"> 1. To continue to develop, implement and monitor the recovery curriculum for PE. 2. To continue to recognise and enhance the link between mental and physical health through the use of brain breaks, active English and maths, personal challenges, competition etc. 3. To continue to improve lunchtime provision with a focus on playground zoning, clear rotas/ timetables and effective sports leaders. 4. To ensure PE vocabulary is used consistently across school, by both staff and children in all aspects of the PE curriculum.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 **£7,487.58**
+ Total amount for this academic year 2020/2021 **£17,910**
= Total to be spent by 31st July 2021 **£25,397.58**
Total amount carried forward to 2021/2022 **£6,972.46**

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?	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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/ No (Covid dependent) This was planned but cancelled due to Covid

Academic Years: 2021 - 2023	Total fund allocated: £25,397.58	Date Updated: September 2021
------------------------------------	---	-------------------------------------

Key indicator 1: The engagement of all 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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children participate in daily physical activity and are encouraged to complete an additional 30 minutes at home.</p> <p>All children aware of the importance of a healthy body and are encouraged to keep themselves healthy and make healthy choices.</p> <p>All children encouraged to improve their physical fitness, have confidence in their ability and focus on their personal best.</p> <p>To ensure children in the FS are physically active as part of their daily provision.</p> <p>To ensure all children in lockdown 3 were active at home.</p> <p>To support children who had to self-isolate to remain active for 60 minutes per day.</p>	<p>Children should experience daily exercise in addition to 2 hours high quality</p> <p>Embed brain breaks in school to enable physical activity and also support mental health/concentration etc.</p> <p>Implement and encourage active playtimes and lunchtimes – zoning and resources.</p> <p>Discuss provision with FS lead – purchase resources as needed to support this.</p> <p>Provide resources for children to be active at home during periods of self-isolation, bubble closures and periods of lockdown.</p> <p>Use Get Ahead resources to support the children in being active for at least 60 minutes per day.</p> <p>Use of personal challenges to allow children to track their fitness and be able to improve their scores.</p>	<p>Total: £9900.41</p> <p>Playground resources including: football, netball, swing ball, table tennis, small tactile equipment and multi gym equipment.</p> <p>PE resources including gym mats</p>	<p><u>In school</u></p> <p>PE leader delivered whole school assembly on physical activity and wellbeing reinforcing this link and providing examples of how the children can be physically active.</p> <p>Personal best challenges have continued this year, each child able to set themselves challenges and strive to be their best.</p> <p>Brain breaks have been embedded into the whole school since the return of lockdown 3. Monitoring shows that these are having a positive effect on our children – promoting the link between mental and physical health. When asked if they thought brain breaks were having a positive impact, the children responded in the following way: Y1 = 90%, Y2 = 100% Y3 = 81%, Y4 = 100%, Y5/6 = 77%, Y5/6 = 93% So on average, 90% of our pupils see the benefits of regular physical brain breaks.</p> <p>Monitoring of FS provision shows that they complete 1 session of 45mins-1 hour of dedicated Physical Development. In addition to this, children access in excess of 3 hours</p>	<p>Continually reinforcing health messages and benefits of exercise. Monitoring shows that children know the importance of exercise and the benefits we get from it.</p> <p>Staff and children know the benefits of regular physical brain breaks.</p> <p>Provision provided during periods of school closures will hopefully encourage more physical activity to be done at home.</p> <p>Personal challenges and brain breaks will continue to be a part of our provision.</p>

Supported by:



			<p>continuous provision. Resources for the FS replenished to support this.</p> <p>Considerable improvements made to the playtime/lunchtime provision in regard to resources, particularly for KS2. Monitoring shows that children think they are more able to have an active break due to the new equipment.</p> <p><u>Periods of lockdown/isolation/closures</u> Provision in lockdown 1 evaluated and improved for lockdown 3. Weekly plans sent by the Get Ahead partnership were used across the whole school, sent to children to complete. Completion of tasks and photos/videos sent were celebrated by staff by either written comments or verbal feedback.</p> <p>Monitoring on the return to school was conducted. Children were asked if they were more active during lockdown 3. The results were: Y1 = 71%, Y2 = 97%, Y3 = 94%, Y4 = 67%, Y5/6 = 55%, Y5/6 = 85% S on average, 78% of our pupils were more active during lockdown 3 due to the improved resources and provision,</p>	
--	--	--	---	--

Supported by:



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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children recognise the importance of physical activity in leading healthy lifestyles.</p> <p>Sports Leaders are empowered to deliver high quality provision during break and lunchtimes.</p> <p>PE is inclusive to all.</p> <p>Personal challenges used to set individual targets and reiterate message of doing your best.</p> <p>Children know there is a link between physical health and wellbeing.</p> <p>Access to Get Ahead Partnership support and resource.</p>	<p>PE Lead to deliver wellbeing assembly with a focus on importance of being active. (including active travel)</p> <p>Continue to use personal challenges for each year group (continued from last year) Data to be collected on a termly basis. Improvements celebrated in class and rewarded with sports prizes.</p> <p>Monitor impact of the weekly run – it is important that children are engaged in the activities so maximum impact can be seen.</p> <p>WOW events for the whole school and its community –e.g. Colour run.</p> <p>Whole school competition used as a reminder of importance of physical activity – use sports equipment as prizes.</p> <p>Encourage the use of wellbeing time for physical activity.</p>	<p>Total: £3627.52</p> <p>Including: £3563 Get Ahead Partnership for 2020/21</p> <p>£64.52 for sports day medals and stickers</p>	<p>PE leader delivered whole school assembly on physical activity and wellbeing reinforcing this link and providing examples of how the children can be physically active.</p> <p>Personal best challenges have continued this year, each child able to set themselves challenges and strive to be their best. Improvements in scores celebrated and rewarded with sports prizes, incentivizing children to try their best by rewarding improvements, not just the highest scores.</p> <p>Monitoring of the weekly run shows this is not having a big impact as many children no longer engaged. Discussions with staff lead to this being an active slot (not just for running) but a time for personal challenges and other activities.</p> <p>High levels of engagement in WOW events this year – football, rugby, silent disco, Olympics day and colour run. Discussion with pupils show high levels of enjoyment and engagement. Children have continued to play new games they had learnt (handball) at playtime.</p> <p>Wellbeing time used for physical activities – enhancing the link between mental and physical health.</p> <p>Poster competition for the whole school – this gave an opportunity to see the children express why PE is so</p>	<p>Continually reinforcing health messages and benefits of exercise. Monitoring shows that children know the importance of exercise and the benefits we get from it.</p> <p>Personal challenges and brain breaks will continue to be a part of our provision. Children in Y5/6 have expressed it helps them learn and concentrate.</p> <p>Next step Explore possibility of a Healthy Heroes group lead by our Inclusion mentor. Children identified for Well-being group. The group are supported with emotional wellbeing.</p> <p>Monitor the use of the active slot next year (in replacement of the weekly run).</p>

			important. Prizes were sports resources (e.g. Fitbits, footballs, basketballs, tennis rackets etc). Two winners selected per class based on 2 criteria – the best poster and also a child targeted based on need e.g. who would benefit greatly by having sports equipment at home.	
--	--	--	---	--

Supported by:



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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop CPD to enhance the teaching and learning of PE. Teacher PE skills audit undertaken, individual training needs identified and CPD organised as required.</p> <p>Staff to attend/receive quality training and implement ideas and strategies in their teaching.</p> <p>Staff are increasingly confident in delivering the PE curriculum including the foundation stage.</p> <p>Staff confident to deliver PE which was Covid compliant.</p> <p>To have a subject led by a well-trained high quality PE leader.</p> <p>To ensure we are up to date on local and national data/information regarding PE and school sport.</p>	<p>Leader aware of being Covid safe/compliant. Disseminate key information to staff – attend PE forums.</p> <p>Staff CPD Audit to identify training needs. PE Lead organise CPD for staff as required.</p> <p>Staff to use the adapted Covid compliant Primary steps in PE planning during the Autumn term.</p> <p>Staff continue to use the Primary steps in PE planning Spring/Summer to ensure progression of skills and coverage of the PE curriculum – including recovery.</p> <p>Assessment – PE lead to support staff with PE assessments. Monitor data regularly.</p> <p>Staff confident in embedding daily provision for active brain breaks in the classroom by providing examples.</p>	<p>Total £0</p> <p>Due to Covid – CPD conducted virtually through Get Ahead online modules (price for this included within indicator2)</p> <p>CPD for new orienteering course completed online and price included within indicator 4)</p>	<p>By attending the Humber PE conference and the termly PE forums, the PE lead accessed data regarding local updates and sharing of good practice.</p> <p>A subject review was done in support of Get Ahead using the Audit tool and PE Deep dive resources. As a result, the PE lead has created a detailed overview of 'PE at Crowle' outlining our provision.</p> <p>Due to Covid-19, face to face CPD was ruled out – instead staff accessed online modules through the Get Ahead partnership. This maintained our personalized approach as staff could access modules which benefitted them most. Monitoring shows that the majority of staff like to do online CPD as this fits within their comfort zone.</p> <p>Planning which was Covid compliant supported staff in delivering the PE curriculum whilst maintaining the safety or all. This ensured that PE lessons could continue and coverage could be met.</p>	<p>Online CPD is sustainable – new staff can access the modules and existing staff can revisit modules as needed.</p> <p>PE leader confident in the role and able to support others.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide opportunities for children to experience a variety of sports and equipment.</p> <p>To provide inspirational experiences for all our children.</p> <p>To enhance the PE curriculum by improving provision of OAA in school.</p> <p>To develop opportunities for our aspiring leaders.</p>	<p>Organise WOW events for the whole school and its community –e.g. Colour run.</p> <p>Ensure our outdoor provision encourages the children to be active and for them to access a range of activities catering for different interests.</p> <p>Investigate OAA provision on offer for mapping, training, signs etc. Implement the OAA scheme into long term plan for KS2.</p>	<p>Total £1550</p> <p>OAA resources including signage, planning and online CPD.</p> <p>Colour run (cost included in 2019/20)</p>	<p>Poster competition for the whole school – this gave an opportunity to see the children express why PE is so important. Prizes were sports resources - Fitbits, footballs, basketballs, tennis rackets etc and hopefully (as they were allocated randomly) encouraged the children to try something new.</p> <p>Providing WOW events this year - football, rugby, silent disco, Olympics day and colour run have had a positive impact. Discussions with staff and children show that these events have had a positive impact on the children – showing enjoyment and engagement.</p> <p>Varied equipment on the playgrounds encourages active play and opportunities to do something different e.g. scooters, table tennis, swingball sets. Monitoring shows that children enjoy playtime and state the equipment is helping them be active.</p> <p>OAA plan/scheme purchased through Cross Curricular Orienteering. Staff had online training. Ready to be used next academic year.</p>	<p>Positive experiences will hopefully lead the children to make independent active choices later in life and encourage them to take up sports outside of school.</p> <p>Next steps Ensure PE is represented on the school’s visits list: Covid dependent – reorganise walking trip for 2021/22.</p> <p>Implement new OAA plans into long term plan for 2021/22.</p>

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure KS1 and KS2 to take part in a variety of inter school sport competitions throughout the year.</p> <p>To ensure all children are involved in intra school competition supporting their return from lockdown 3.</p> <p>Ensure all children have opportunity to take part in intra-school competition</p> <p>Ensure playground suitably marked to allow for competitions to be conducted on the school site</p>	<p>Staff are aware of the competition calendar and build into planning where possible.</p> <p>Intra school competition calendar in place to ensure all children experience competition at least once a term.</p> <p>Participate in Get Ahead Partnership competitions (some of which are likely to be virtual)</p> <p>Contact playground marking company and plan markings which enable more small sided competitive games to be played and marking which encourage active play/lunchtimes. This will support more intra school competition as more children can play at the same time.</p>	<p>Total: £3790</p> <p>Including playground markings on KS2 playground for 2 x multcourts (football/netball), 2 active trails and a marked running track around the perimeter.</p> <p>Access to Get Ahead Virtual challenges (price included in indicator 2)</p>	<p>Due to Covid-19, face-to-face competitions could not take place. Instead, we focused on virtual competition so children could still represent their team/class/school.</p> <p>Our children have experienced numerous virtual competitions this year, these have included: steps to success, netball, cricket, athletics etc. This has given children who wouldn't normally choose to enter a competition, the opportunity to take part in their own environment. This enabled us to develop teamwork, social interactions and competitiveness.</p> <p>Due to Covid-19, our intra school competition calendar was not followed. We did however, complete a Red Fun un event where children completed as many laps as possible and were entered into a prize draw – all children took part in Y1 – Y6.</p> <p>Summer festivals took place, some activities were competitive in nature such as the Olympics day.</p> <p>Sports day took place for the whole school, also with a competitive nature. FS/KS1 competed for individual places and stickers and KS2 were in houses competing for points for the teams. All children awarded certificates and winners awarded medals. Again, developing teamwork, respect and resilience.</p>	<p>Through sport we continue to teach our children about core values such as resilience, effort and teamwork.</p>

Signed off by	
Head Teacher:	R Blakemore
Date:	19.07.21
Subject Leader:	L Highton
Date:	18.07.21
Governor:	S Bowker
Date:	22.07.21

Supported by:

